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ABSTRACT

This edition of the annual report presents an updated description of the nature and extent of crime and violence on school property. It captures the spirit of the newest communities around the country that have paid special attention to one chapter in particular from the 1998 Annual Report, entitled "What Communities Can Do Through Collaboration." In a new section of the 2000 edition, a special discussion on student discipline is presented. This Annual Report is divided into four chapters: The Nature and Scope of School Violence; Safe Schools/Healthy Students--Collaboration in Action; Student Discipline; and Resources. Chapter 1 also provides an update of the state and local data presented in the 1998 Annual Report, as well as new data on harassment and hate crime among students. (DFR)

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School safety

EA 030 558

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Table of Contents

Dear Colleague: iii
Letter from
the U.S. Secretary of Education
and the Attorney General

Introduction iv

Chapter 1: 1
The Nature and Scope of School Crime:
Federal, State, and Local Data

A National Perspective 3
A State and Local Perspective 12
Harassment and Hate Crime 13

Chapter 2: 17
Safe Schools/Healthy Students:
Collaboration in Action

2000 Grantees 19
Rural Sites 35

Chapter 3: **51**
School Discipline:
Policies and Practices

Background 53
Data 54

Chapter 4: **59**
Resources: Agencies, Organizations,
Web Sites, and Contact Information

Federal Resources 61
Organizations 67
Web Sites 69

References: **72**

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Dear Colleague:

Although we have made much progress during this Administration, youth crime and violence remain among the greatest single challenges we face in this country. Since the publication of the first Annual Report on School Safety in 1998, the U.S. Department of Justice and the U.S. Department of Education have continued to focus on this problem together, working in partnership with state and local stakeholders to develop prevention and enforcement programs that work—in schools and their communities. Youth who commit crimes and violence must be held accountable, and the punishment must be firm and fair and fit the crime. At the same time, we must do everything we can to prevent crime and violence in the first place.

We have shown that if communities, schools, government and other key players pull together to address the roots of violence, we can make America safer for our children. Communities around the country are proving that prevention and intervention strategies that help keep our young people out of trouble do work. It is, therefore, critical that we do all we can to identify young people who need our help, and then get them the help they need.

To this end, in Spring 2000, we announced, together with the Department of Health and Human Services, our second class of 23 grantees under the Safe Schools/Healthy Students Initiative, bringing our total number of grantees to 77. This budding Initiative is a unique grant program, jointly administered by our three agencies, which is already beginning to show that the collaborative, problem-solving approach to school safety is working.

And, just this year, we published--and sent to every school and school district in the country—Safeguarding Our Children: An Action Guide, a companion piece to our popular 1998 publication, Early Warning, Timely Response: A Guide to Safe Schools. Safeguarding our Children affirms that a teamwork approach is critical to preventing school violence. If we create a schoolwide foundation that fosters positive discipline, academic success, as well as mental and emotional wellness, we will be able to strike the right balance—as we must—between responding to early warning signs of violence, on the one hand, and unfairly stigmatizing children, on the other.

This year's Annual Report reminds all of us to take certain key principles to heart—listening to those who work and learn in schools every day; collaborating in new and creative ways; and implementing tailored strategies, focused on prevention, intervention and accountability. In so doing, we will be in a position to help those children who show a propensity for crime and violence, before they damage themselves (and others) forever. And, we will be in a position to protect innocent school children and teachers before they become victims of senseless violence.

Sincerely,

Janet Reno
Attorney General

Richard W. Riley
Secretary of Education

Introduction Annual Report

The vast majority of America's schools continue to be safe places. In fact, notwithstanding the disturbing reports of violence in our schools, they are becoming even safer. But the fears of students, teachers and parents are real. And it is true that some schools have serious crime and violence problems. The Annual Report on School Safety is a toolbox for use in combating these fears and problems.

The 2000 edition of the Annual Report is designed to complement its predecessors. It presents an updated description of the nature and extent of crime and violence on school property. It captures the spirit of the newest communities around the country that have taken to heart one chapter in particular from the 1998 Annual Report, entitled "What Communities Can Do Through Collaboration." And, in a new section, the 2000 edition contains a special discussion on student discipline. This Annual Report is divided into four chapters: The Nature and Scope of School Violence; Safe Schools/Healthy Students—Collaboration in Action; Student Discipline; and Resources.

Chapter 1 presents the nature and scope of school violence in the United States. The national perspective on school crime and safety issues examines data on homicides and suicides at school, injuries at school, crimes against students, crimes against teachers, weapons at school, the consequences of bringing firearms to school, and student perceptions of school safety. More detailed presentations of these and other related national data can be found in the Indicators of School Crime and Safety, 2000 by the National Center for Education Statistics and the Bureau of Justice Statistics (see References). This year, Chapter 1 also provides an update of the state and local data presented in the 1998 Annual Report, as well as new data on harassment and hate crime among students.

Chapter 2 highlights the 23 newest communities that are putting into practice the collaborative, problem-solving model featured in the second chapter of the 1998 Annual Report. (Just this year, these 23 communities joined the original 54 communities that were highlighted in the 1999 Annual Report, as grant recipients under the Safe Schools/Healthy Students Initiative.) At the end of this chapter, "stories" featuring the accomplishments and challenges of 10 of the initial grantees after one year of operation are also presented. The Initiative promotes comprehensive strategies that provide students, schools, and communities the benefit of enhanced educational, mental health, social service, law enforcement, and, as appropriate, juvenile justice system services.

Chapter 3 presents key information on student discipline, including the attributes of a sound and equitable discipline policy. This Chapter also presents important trend data on student suspensions and expulsions. Finally, this Chapter addresses the important implications of disparities in suspension and expulsion rates among different racial and ethnic groups.

Chapter 4 lists resources for more information about school safety and crime issues. These resources include organizations, Web sites, listserves, videos, Federal resources, and publications.

Chapter 1

The Nature and Scope of School Crime: Federal, State and Local Data

How safe are America's schools? Crime and violence in the schools are matters of major public concern, especially after the tragic school shootings of recent years. From an overall perspective, our schools have been successful in keeping most of their students and employees safe from harm. The perception of risk at these schools is often greater than the actual risk incurred. However, there are many schools that do face serious problems of on-campus violence and criminal activity. It is important to develop an understanding of these problems, so that the best possible strategies can be devised to prevent crime and increase school safety.

Many factors enter into an assessment of the safety of our schools. In this document, key information on safety issues has been collected from a variety of surveys and reports. These data will help the reader to examine various aspects of school crime and violence, and also to consider trends over time. Most of the information included here pertains to students at the middle or high school level. Readers should note that this report addresses intentional injuries and crimes against students and teachers. Data on school-related accidents and unintentional injuries, which far exceed the amount of school crime, are not included.

The first section of this chapter presents national data on school crime and youth violence. Data on selected States and localities follows, and the chapter concludes with data on harassment and hate crimes.

The data used in this chapter are drawn from several different studies conducted by the Bureau of Justice Statistics, the Centers for Disease Control and Prevention, the National Center for Education Statistics, and the Survey Research Center of the

University of Michigan. A complete list of the studies is included in the References section (at the end of Chapter 4).

All studies used representative samples, except for the data source on school-associated violent deaths, which tracked all school-associated violent deaths in the country. Data sources for the different studies varied. The groups surveyed included different populations of students, teachers and schools. Definitions of crime, age groups analyzed and time periods often varied from indicator to indicator. The reader should also note that definitions can vary across studies. For example, "at school" and "away from school" may have different meanings, depending on the study. The same is true for urbanicity ("urban," "rural," "suburban").

For a more complete understanding of the data in this report, see Indicators of School Crime and Safety, 2000, or the original studies listed in the References section.

A NATIONAL PERSPECTIVE

Building on data included in the 1998 and 1999 Annual Reports on School Safety, this section provides a national picture of American schools and those who work and learn there. Where possible, data are presented that update previous reports, so that progress in combating school violence may be tracked. Figures with the ★ icon have been updated from the 1999 Annual Report. Figures with the ☆ icon have been updated from the 1998 Annual Report.

This section attempts to address those questions at the heart of the school safety issue. How much crime is occurring in our nation's schools? Are schools more or less safe than in the past? Do all students feel safe at school? What kinds of crimes are occurring? How likely is it that students or teachers will become victims of school crime?

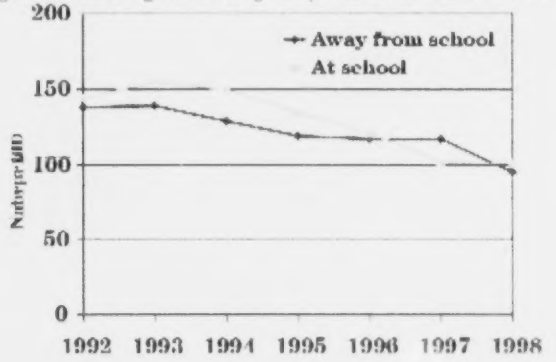
★Figure 1: Total Number of Students, Teachers, and Schools: 1998-1999 School Year

	Public	Private	Total
Teachers	2,877,000[1]	404,000[2]	3,281,000
Students	46,844,000[1]	5,241,000[2]	52,085,000
8th Grade	3,440,188[3]	399,888[3]	3,840,076
10th Grade	3,381,772[3]	406,228[3]	3,788,000
12th Grade	2,728,707[3]	388,587[3]	3,117,294
Elementary Schools	65,977[4]	26,823[4]	92,800
Middle Schools	14,478[4]	[4]	14,478
High Schools	24,648[4]	2,487[4]	27,135
Other Schools	4,814[4]	4,349[4]	[4]

Sources:
[1]Overview of Public Elementary and Secondary Schools and Districts: School Year 1998-1999 (NCES 2000-346).
[2]Pvt Sch School Statistics, 1999, and Graduate Counts by State, School Year 1998-1999 (NCES 2000-305).
[3]Pub Sch School Universe, 1997-98.
[4]Digest of Education Statistics, 1999 (NCES 2000-031) Note: The students and teachers are projected for 1998-199

Notes:
*Private and Public elementary and secondary schools are defined differently and therefore are added in categories with an asterisk.
#Due to the small number of private middle schools, they are not included in a separate category.

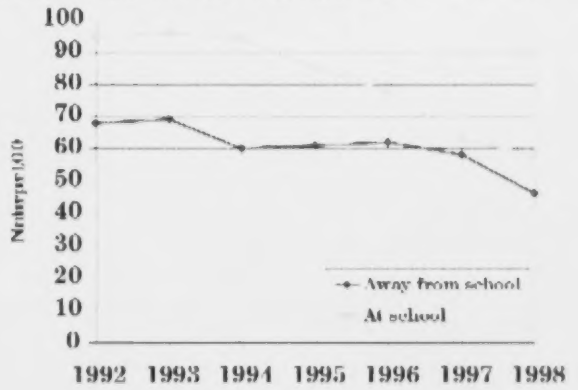
★Figure 2: Total Crimes Against Students At and Away from School-Number of total crimes against students ages 12 through 18 per 1,000 students: 1992-1998



Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992-1998.

Notes: Total crimes include theft and violent crimes. Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault.

★Figure 3: Thefts Against Students At and Away from School-Number of thefts against students ages 12 through 18 per 1,000 students: 1992-1998



Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992-1998

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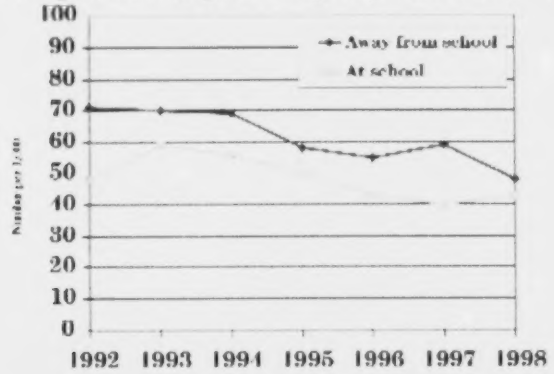
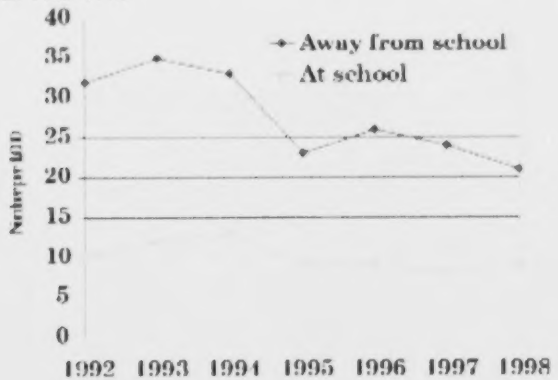
Figure 4: Violent Crimes Against Students At and Away from School-Number of violent crimes against students ages 12 through 18 per 1,000 students: 1992-1998



Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992-1998.

Note: Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault.

★Figure 5: Serious Violent Crimes Against Students At and Away from School-Number of serious violent crimes against student ages 12 through 18 per 1,000 students: 1992-1998



Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992-98.

Note: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault.

Overall school crime has decreased since 1992.

- In 1998, all nonfatal crimes—including theft, rape, sexual assault, robbery, aggravated assault and simple assault-against students at school declined, to 101 per 1,000 from 144 per 1,000 in 1992 (see Figure 2). This reflects a decline in the total number of all nonfatal crimes from 3.4 million in 1992 to 2.7 million in 1998.
- Thefts at school against students ages 12 to 18 have declined dramatically since 1992, from almost 95 thefts per 1,000 students to 58 per 1,000 in 1998 (see Figure 3). In 1998, 58 percent of all crime at school was theft.
- In 1998, students ages 12 through 18 were the victim of 1.2 million nonfatal violent crimes-serious violent crimes plus simple assault-at school. This represents a decline from 48 per 1,000 students in 1992 to 43 per 1,000 students in 1998 (see Figure 4).
- The rate of serious violent crime--including rape, sexual assault, robbery, and aggravated assault (but not simple assault)--against students at school stayed fairly consistent from 1992 to 1998 (see Figure 5). A total of 252,700 nonfatal serious violent crimes against students were committed at school or going to or from school in 1998.
- In 1998, 43 out of every 1,000 students were victims of nonfatal violent crimes while at school or going to and from school. While away from school, 48 out of every 1,000 of these students were the victims of nonfatal violent crimes.

Nonfatal serious violent crimes against students are also more likely to occur

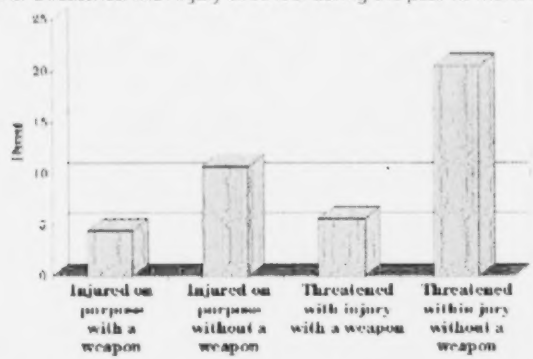
away from school than at school. In 1998, 9 out of every 1,000 students were victims of serious violent crimes while at school or going to and from school. In 1998, 21 per 1,000 students were the victims of serious violent crimes while away from school.

Students ages 12 through 18 were more likely to be the victims of theft at school than away from school each year between 1992 and 1998 (except for 1997 when there was no significant difference).

The rate of crime against students outside of school has been declining.

- Crime victimization away from school has also declined since 1992. In 1998, nonfatal crimes of all kinds against students occurred at the rate of 95 per 1,000 students in this age group, down from 138 per 1,000 students in 1992 (see Figure 2).
- As with thefts at school, thefts against students away from school have also fallen, from 68 per 1,000 students in 1992 to 46 per 1,000 students in 1998. Unlike more serious violent crime, theft against students is more likely to occur at school than away from it (see Figure 3).
- In 1992, 1.7 million violent crimes were committed against students ages 12 through 18 while away from school. In 1998, this number had declined to 1.3 million. This translates to a decline from 71 nonfatal violent crimes per 1,000 students in 1992 to 48 per 1,000 students in 1998 (see Figure 4).
- In recent years, nonfatal serious violent crimes away from school against students ages 12 through 18 have declined from 32 per 1,000 students in 1992, to a low of 21 per 1,000 in 1998 (see Figure 5).

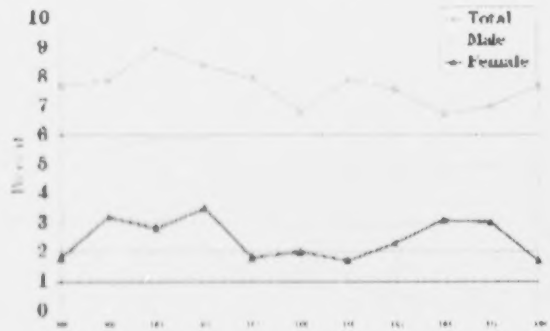
★Figure 6: Reported Injuries or Threats by Students-Percentage of 12th grade students at public and private schools who reported being injured on purpose with a weapon or threatened with injury at school during the past 12 months: 1998



Source: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future, 1998.

Note: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus.

★Figure 7: Reported Injuries at School, With a Weapon-Percentage of 12th graders who reported that someone had injured them with weapon on purpose at school during the past 12 months, by gender: 1988-1998



Source: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future, 1998.

Note: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus.

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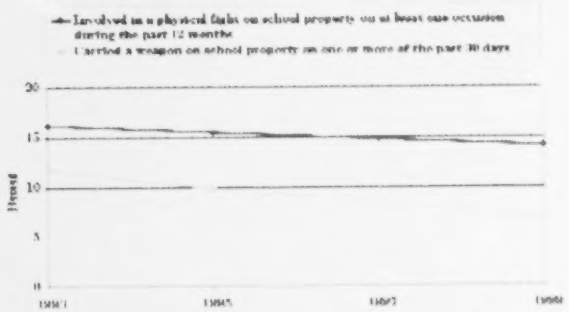
- A total of 550,200 serious violent crimes against students were committed away from school in 1998.
- In 1998, less than 5 percent of 12th grade students reported being injured on purpose with a weapon, such as a knife, gun or club, during the prior 12 months. More than twice as many (11%) reported being injured on purpose without a weapon. The rate of injury with a weapon has remained fairly stable over the past 10 years (see Figures 6 and 7).

Fewer students are carrying weapons and engaging in physical fights on school grounds. However, certain groups of students are at greater risk than others for these activities.

Physical fights and the presence of weapons at school are dangerous, and they are also highly disruptive to the learning environment. Contrary to public perception, however, both weapon carrying by students and physical fighting have declined steadily in recent years.

- Between 1993 and 1999, there was a steady and significant decline (from 12% to 7%) in the percentage of students in grades 9 through 12 who reported carrying a weapon to school on one or more days during the previous month. Over this period there was also a significant decline (from 16% to 14%) in the percentage of students who reported being involved in a physical fight on school property during the previous year (see Figure 8).
- The decline in weapon carrying on school property occurred for black, white and Hispanic students. In 1999, black non-Hispanic students were less likely than Hispanic students to report carrying a weapon to school (see Figure 9).

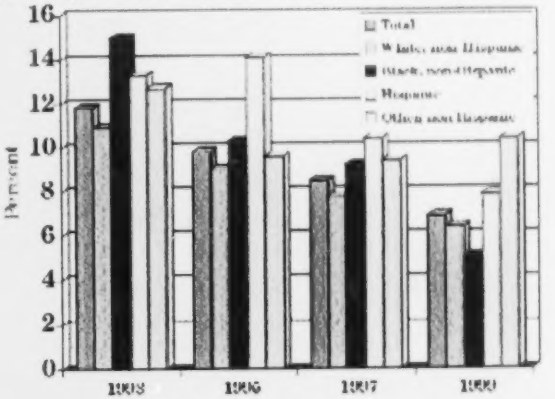
★Figure 8: Weapon Carrying and Physical Fighting Trends-Percentage of students in grades 9 through 12 who reported carrying a weapon or fighting on school property: 1993, 1995, 1997, 1999


Involved in a physical fight on school property on at least one occasion during the past 12 months
Carried a weapon on school property on one or more of the past 30 days
Percent
20
15
10
5
0

Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System, 1993, 1995, 1997, 1999

Note: Examples of weapons are knives, guns, and clubs. "On school property" was not defined for the questionnaire.

☆Figure 9: Carrying a Weapon, Grades 9-12-Percentage of students in grades 9-12 who reported carrying a weapon on school property on one or more of the past 30 days, by race-ethnicity: 1993-1999



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System, 1993, 1995, 1997, 1999

Note: Examples of weapons are knives, guns, and clubs. "On school property" was not defined for the questionnaire.

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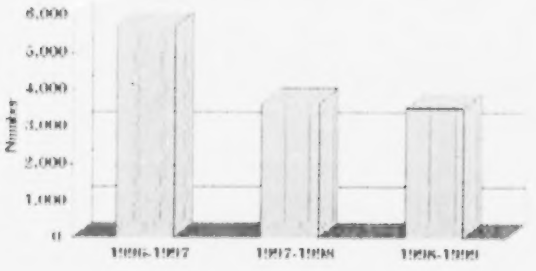
There are consequences for students who carry firearms to school.

- For the 1998-99 school year, States and territories reported that they had expelled an estimated 3,523 students for bringing a firearm to school. The number of expulsions declined from 3,658 for the 1997-98 school year and 5,724 for the 1996-97 school year (see Figure 10). In part, these declines are due to changes in data collection and reporting. Therefore, caution should be used when interpreting these data.
- Students expelled for firearms often do not receive educational services through alternative programs or schools. During the 1998-1999 school year, 44 percent of students expelled for firearms were referred to an alternative school or program. Currently, very little is known about the number or nature of alternative programs. The U.S. Department of Education is conducting a survey of school districts to help provide better information about these programs and schools. Information from this study will be available in 2001.

Figure 10: Students Expelled for Bringing a Firearm to School-Number of students expelled for bringing a firearm to school: 1996, 1997, and 1998 school years



Source: U.S. Department of Education, Report on State Implementation of the Gun-Free School Act, School Year 1998-1999

While the school crime rate is decreasing, many students still feel unsafe at school.

No matter how infrequently they occur, crimes involving students and teachers contribute to a climate of fear that undermines the learning environment. Since 1995, there has been a welcome decline in students' fear of attack or harm at school, and also in their reports of gang presence at school. However, racial and ethnic groups differ in their perceptions of how safe they are at school.

- Students of all ethnic groups reported fearing attack or harm at school less often in 1999 than they did in 1995. However, in both years, larger percentages of black and Hispanic students than white students feared such attacks (see Figure 11).
- Between 1995 and 1999, the percentage of students who reported that street gangs were present at their schools decreased. In 1995, 29 percent of students reported street gangs being present in their schools. By 1999, this percentage had fallen to 17 percent.

Similar trends can be seen in students' reports of avoiding certain places at school (presumably for safety reasons). Between 1995 and 1999, there was a decline in the percentage of all students who reported avoiding such places. In both 1995 and 1999, black and Hispanic students were more likely to avoid areas in schools than were white students (see Figure 12).

Some schools are safer than others.

Some schools and students experience different rates of crime. Younger students

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were more likely to be victims of crime at school, and larger schools were more likely to have reported a criminal incident to police.

- Younger students, ages 12 through 14, were more likely than older students, ages 15 through 18, to be victims of crime at school. In 1998, 125 per 1,000 of the younger students were victimized and 83 per 1,000 of the older students were victimized.
- Larger schools were more likely to report a criminal incident to police than small schools (see Figure 13).
- In 1999, urban students were more likely to report that there were street gangs at their schools than were suburban and rural students (see Figure 14).

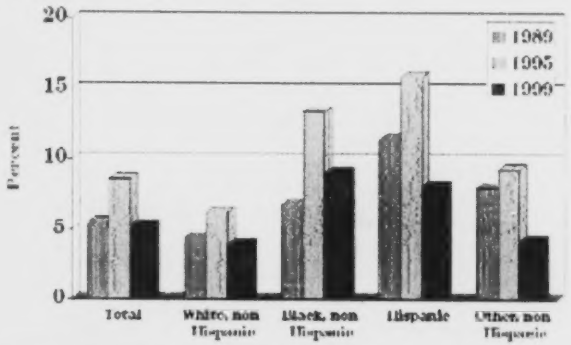
In 1998, 117 per 1,000 students in urban schools were the victim of some type of crime, while 97 per 1,000 students in suburban schools and 93 per 1,000 students in rural schools were the victims of crime.

Teachers are victims of crime at school as well

As with student crime, most crimes against teachers are thefts. Teachers in urban schools are more vulnerable to crime at school than are those in suburban or rural schools.

- On average, each year from 1994 through 1998, there were 133,700 violent crimes against teachers at school and 217,400 thefts from teachers at school, as reported by teachers from both public and private schools. This translates into a rate of 31 violent crimes for every 1,000 teachers, and a rate of 51 thefts for every 1,000 teachers.
- On average, each year from 1994 through 1998, four or fewer out of every 1,000 elementary, middle or high school teachers were the victims of serious violent crime at school (see Figure 15).

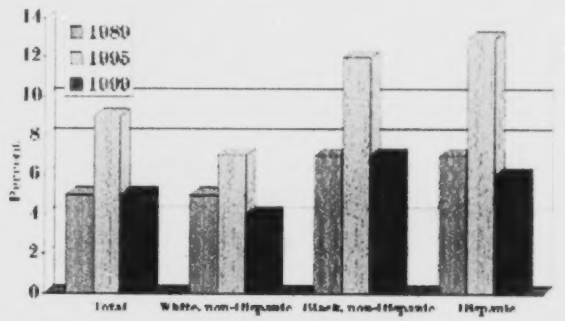
☆Figure 11: Fear of Attack or Harm at School—Percentage of students ages 12 through 18 who said they feared being attacked or harmed at school, by race-ethnicity: 1989, 1995, and 1999



Source: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Surveys, 1989, 1995, and 1999.

Note: Includes students who reported that they sometimes or most of the time feared being victimized in this way. "At school" means in the school building, on school grounds, or on a school bus.

☆Figure 12: Avoidance of Places at School-Percentage of students ages 12 through 18 who reported that they avoided one or more places in school, by race-ethnicity: 1989, 1995, and 1999



Source: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Surveys, 1989, 1995, and 1999.

Note: Places include the entrance into the school, any hallways or stairs in the school, parts of the school cafeteria, any school restrooms, and other places inside the school building.

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Figure 13: Public Schools Reporting One or More Criminal Incidents to Police-Percentage of schools, by school enrollment: 1996-1997

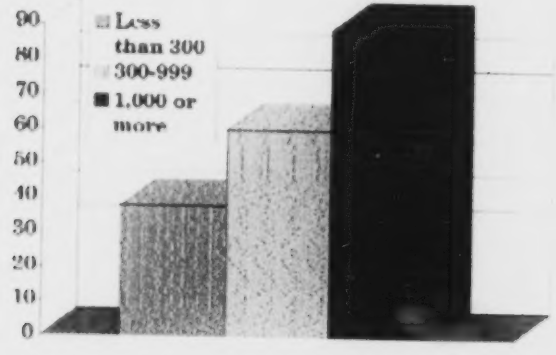
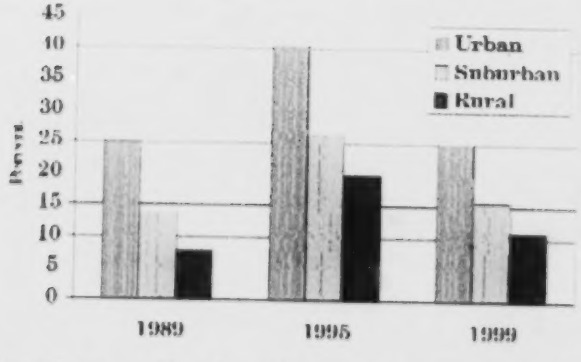


Figure 14: Nonfatal Crimes Against Teachers at School by Instructional Level-Number of nonfatal crimes against teachers per 1,000 teachers, by type of crime and instructional level: 1994-984



- Teachers at the middle school and high school levels were more likely than those at the elementary level to be the victims of violent crime (see Figure 15).
- Teachers in urban schools were more likely to be the victims of violent crimes (40 out of every 1,000) than were teachers in suburban schools (24 out of every 1,000) or rural schools (24 out of every 1,000) (see Figure 16).

School-associated violent deaths remain rare events

The tragic shootings at Columbine High School and other schools have shown how vulnerable students can be to armed attack. While violent deaths at schools are extremely rare events, they do occur, and they affect the perspective of all Americans, especially school children.

Preliminary data indicate that less than 1 percent of the more than 1,354 children nationwide who were murdered in the first half of the 1998-99 school year (July 1, 1998-December 31, 1998) were school-associated (on school property, at a school-sponsored event, or on the way to or from school or a school-sponsored event).

- The total number of violent death incidents has declined from a high of 49 during the 1995-1996 school year to 34 during the 1998-1999 school year (see Figure 17).
- For the complete school year, July 1, 1998 through June 30, 1999, the 34 incidents resulted in 50 school- associated violent deaths (students and non-students). Thirty-eight of these deaths were homicides, nine were suicides, two adults were killed by a law enforcement officer in the course of duty, and one death was an unintentional shooting (see Figure 18).

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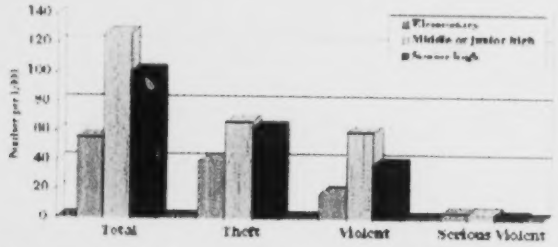
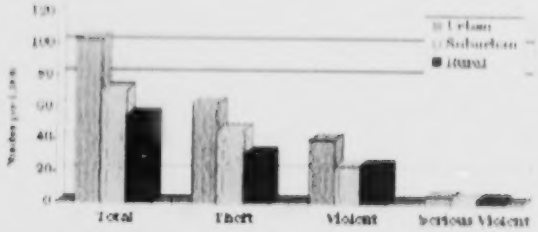
Figure 15: Nonfatal Crimes Against Teachers at School by Urbanicity-Number of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and urbanicity: 1994-984



Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1994-1998.

Notes:
Total crimes include rape, sexual assault, robbery, aggravated assault, simple assault and theft.
Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault.
Serious violent crimes include rape, sexual assault, robbery, and aggravated assault which are included in violent crime.
No average rate was calculated for data aggregated from 1994-98.

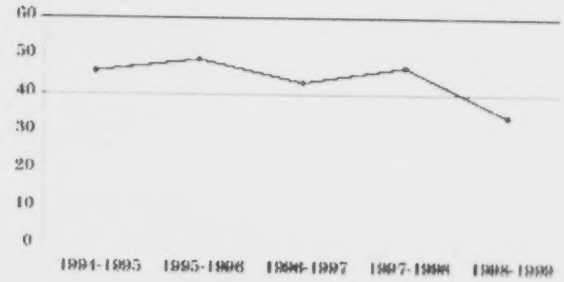
★Figure 16: Street Gangs at School-Percentage of students in grades 6-12 who reported that street gangs were present at their school, by place of residence: 1989, 1995, and 1999



Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1989-1999.

Notes:
Total crimes include rape, sexual assault, robbery, aggravated assault, simple assault and theft.
Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault.
Serious violent crimes include rape, sexual assault, robbery, and aggravated assault which are included in violent crime.
No average rate was calculated for data aggregated from 1994-98.

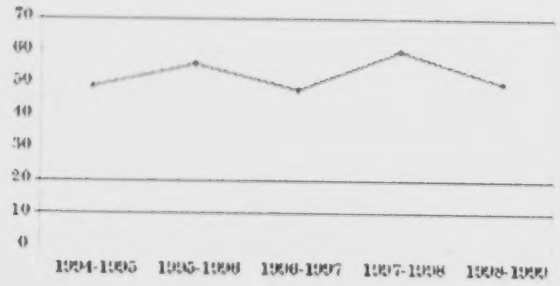
Figure 17: Violent Death Incidents-Number of school-associated violent death incidents: School years 1994-1995 through 1998-1999



Source: The School-Associated Violent Deaths Study, Centers for Disease Control and Prevention, the U.S. Department of Education and the U.S. Department of Justice.

Note: Violent deaths include homicide and suicide.

Figure 18: School-Associated Violent Deaths-Number of school-associated violent deaths: School years 1994-1995 through 1998-1999



Source: The School-Associated Violent Deaths Study, Centers for Disease Control and Prevention, the U.S. Department of Education and the U.S. Department of Justice.

Note: Violent deaths include homicide and suicide.

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Homicides and multiple-victim homicide events at school have declined.

- There were fewer school-associated homicides (students and non-students) in the 1998-99 school year (38 total) than in the 1997-98 school year (47 total).
- The number of school-associated student homicides has fluctuated between 30 (1994-1995 and 1996-1997) and 35 (1997-1998). In the 1998-1999 school year, there were 34 student homicides (see Figure 19).

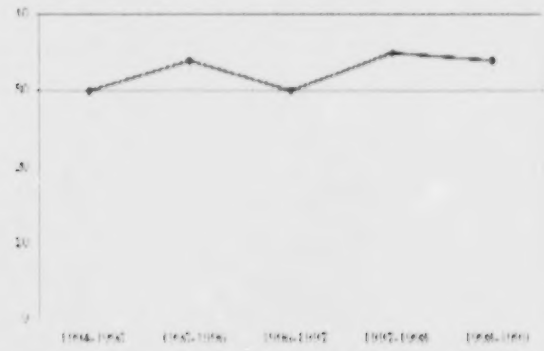
Since the 1992-1993 school year, there has been at least one multiple-victim homicide event each year (except for the 1993-1994 school year). The number declined from six events in 1997-1998 to two events in 1998-1999 (see Figure 20).

Schools continue to experience minor crimes and disorder.

Classroom disruption that interferes with teaching remains a significant problem in many classrooms. As other student behaviors (e.g., weapon carrying and physical fighting on school property) show improvement, student behavior that leads to classroom disruption is much more prevalent and has not improved over the past decade.

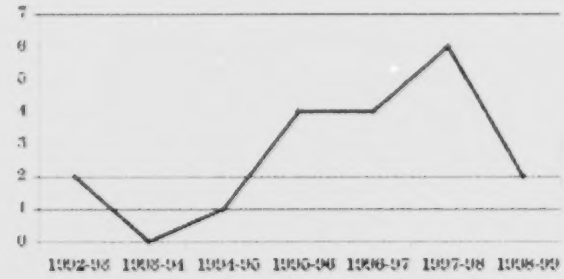
- Although more 8th grade students than 12th grade students report such disruptions, student misbehavior interrupts teaching in a majority of both 8th and 12th grade students' classrooms (see Figure 21).

Figure 19: School-Associated Student Homicides-Number of school-associated student homicides: School years 1994-1995 through 1998-1999



Source: The School-Associated Violent Deaths Study, Centers for Disease Control and Prevention, the U.S. Department of Education and the U.S. Department of Justice.

★Figure 20: Multiple Victim School-Associated Homicide Events-Number of school-associated multiple victim homicide events: School years 1994-1995 through 1998-1999



Source: The School-Associated Violent Deaths Study, Centers for Disease Control and Prevention, the U.S. Department of Education and the U.S. Department of Justice.

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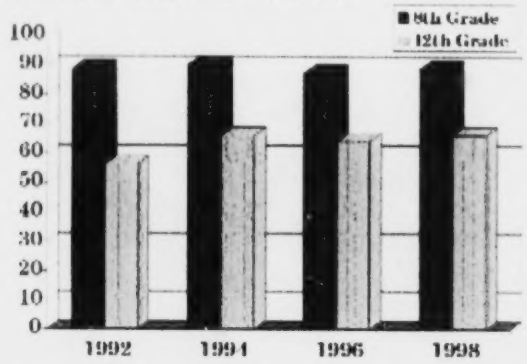
Figure 21: Students Reporting Class Interruption-Percentage of students who reported their teachers interrupted class to deal with student misbehavior at least once during an average week: 1992-1998



Source: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1992-98.

Note: Standard errors for these data were not available. Tests of statistical significance were not conducted.

A STATE AND LOCAL PERSPECTIVE

While national data contribute significantly to our understanding of school safety, they may not be the most useful source of information in all situations. States, districts, and individual schools all seek to assess the prevalence and scope of school-related violence, identify their specific safety needs, and develop strategies to address those needs. For these users, data collected at the State and local levels are more useful in identifying problems and monitoring the progress of interventions.

Data on Student Risk Behaviors

Many children and adolescents behave in ways that put them at risk for violence. Reducing these risk behaviors is a critical step in preventing injury and promoting school safety. To monitor student risk behaviors, many States, Territories, and cities conduct the Youth Risk Behavior Survey (YRBS), developed by the Centers for Disease Control and Prevention (CDC). The YRBS, which includes questions about weapon carrying, physical fighting, and victimization on school property, is administered to students in grades 9-12. States that conduct the YRBS benefit from having information about their students' health risk behaviors to use in planning and monitoring programs.

YRBS data are collected every two years. In 1999, 42 States conducted the survey. The CDC provides technical assistance to States that wish to conduct the YRBS. States that are seeking assistance should contact CDC's Division of Adolescent and School Health at (770) 488-3257. More information about the YRBS may be found at

Ten States and six cities have data that can be used to compare 1993 and 1999 results to determine whether student behaviors have changed. Between 1993 and 1999, several States and cities experienced significant decreases in some student risk behaviors. These changes are similar to the national trend. The national data are collected independently and are not a compilation of State and city data.

- In 1999, students nationwide were considerably less likely to report carrying a weapon on school property (7%) than carrying a weapon anywhere (17%) (see Figures 22 and 24).
- Between 1993 and 1999 6 of the 10 States and 4 of the 6 cities had significant declines in student weapon carrying on school property (see Figures 22 and 23).
- In the 6 of the 10 States and 4 of the 6 cities, the percentage of students

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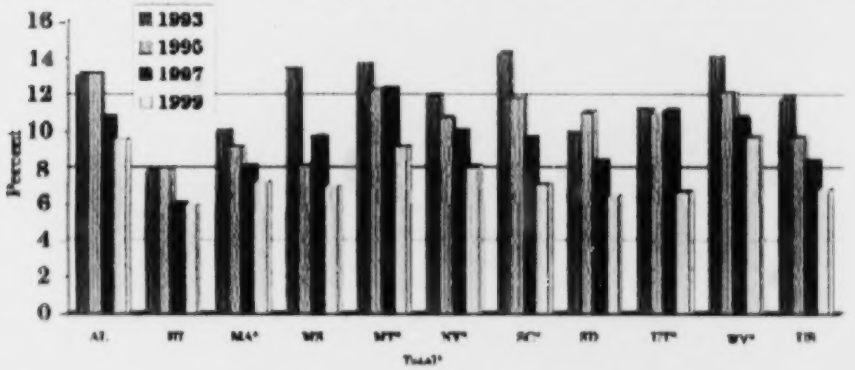
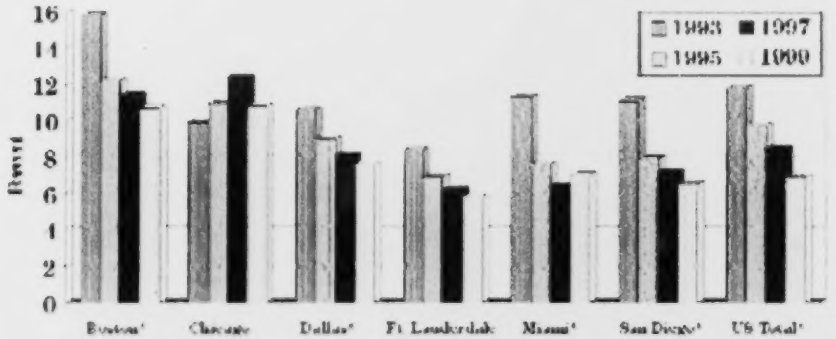
☆Figure 22: Carrying a Weapon on School Property-Percentage of students in grades 9-12 who reported carrying a weapon on school property one or more of the past 30 days, by State: 1993-1999



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System, 1993, 1995, 1997, 1999

Note: *Significant difference between 1998 and 1999.

☆Figure 23: Carrying a Weapon on School Property-Percentage of students in grades 9-12 who reported carrying a weapon on school property on one or more of the past 30 days, by city: 1993-1999



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System, 1993, 1995, 1997, 1999

Note: *Significant difference between 1993 and 1999

who carried a weapon on school property was significantly lower in 1999 than in 1993 (see Figures 22 and 23).

- In 1999, almost 8 percent of students nationwide reported being threatened or injured with a weapon on school property one or more times during the previous 12 months. This is not a significant change since 1993. Likewise, none of the States or cities experienced significant changes in the percentage of students that reported being threatened or injured with a weapon (see Figures 26 and 27).

HARASSMENT AND HATE CRIME

Fostering and maintaining a safe learning environment means creating a climate of tolerance in which all students are comfortable, respected, and secure. However, because of stereotypes, ignorance, and intolerance, certain individuals and groups tend to be alienated from their fellow students. A source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor-both by staff and peers. In this context, the topic of hate crime and harassment has been the subject of national concern, particularly with regard to young people. This section presents the current status of hate crime and harassment legislation and related statistics.

Definition of Hate Crime

Hate crime, as defined in section 280003(a) of the Violent Crime Control and Law Enforcement Act of 1994 (28 U.S.C. 994 note), is a term used to describe crimes against individuals where the victim was selected because of race, skin color, ethnicity/nation-

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al origin, sexual orientation, gender, religion, or disability. A hate crime under this provision is not, in fact, a specific crime. Rather, the provision refers to penalty enhancements for crimes motivated by biases against a victim. If a Federal prosecutor can prove that one or more factors-such as a victim's race, religion, disability, or any of the other categories protected by law-motivated a criminal act, hate crime laws can increase the length of an offender's prison sentence by as much as 37 percent.

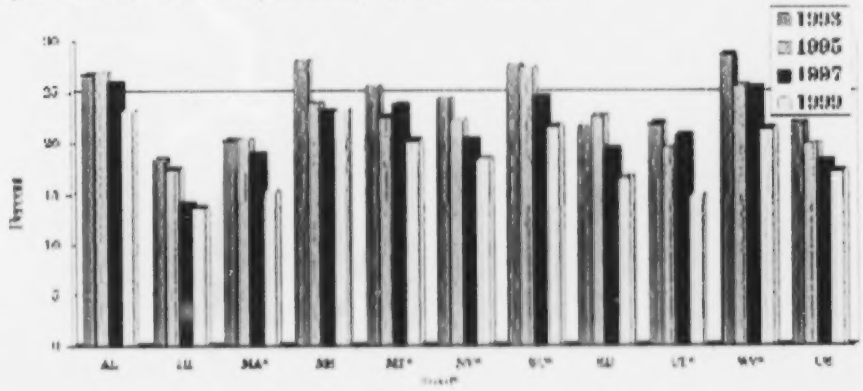
Laws that Protect Against Hate Crime

A number of Federal and State laws prohibit acts or threats of violence, as well as harassment and discrimination, based on race, color, religion, national origin, sexual orientation, gender, and/or disability. Federal and State hate crime and civil rights laws may also apply in the school context. As of July 2000, only seven States do not have any hate crime laws at all (see Figure 28). The applicable Federal laws include the following:

18 U.S.C. Section 245. Section 245, the principal Federal hate crime statute, prohibits intentional use of force against a person because of his or her race, color, religion, or national origin, and because he or she was engaged in a "Federally protected activity," such as enrolling in or attending any public school or college. Legislation has been introduced that would amend Section 245 to include crimes committed because of the victim's sexual orientation, gender or disability, and to eliminate the "Federally protected activity" requirement.

Title VI of the Civil Rights Act of 1964. Title VI and regulations promulgated under Title VI prohibit discrimination, including harassment, on the basis of race, color, and national origin at institutions that receive Federal funding.

☆Figure 24: Carrying a Weapon-Percentage of students in grades 9-12 who reported carrying a weapon on one or more of the past 30 days, by State: 1993-1999



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System, 1993, 1995, 1997, 1999.

Note: * Statistical difference between 1993 and 1999.

☆Figure 25: Carrying a Weapon-Percentage of students in grades 9-12 who reported carrying a weapon on one or more of the past 30 days, by city: 1993-1999

Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System, 1993, 1995, 1997, 1999.

Note: * Statistical difference between 1993 and 1999.

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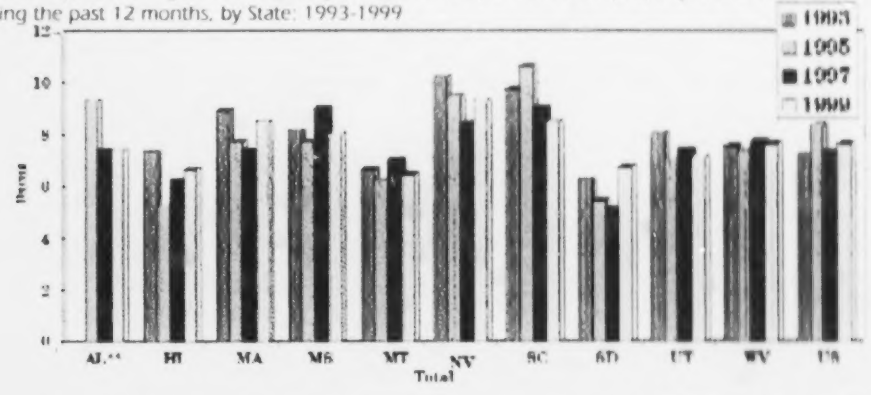
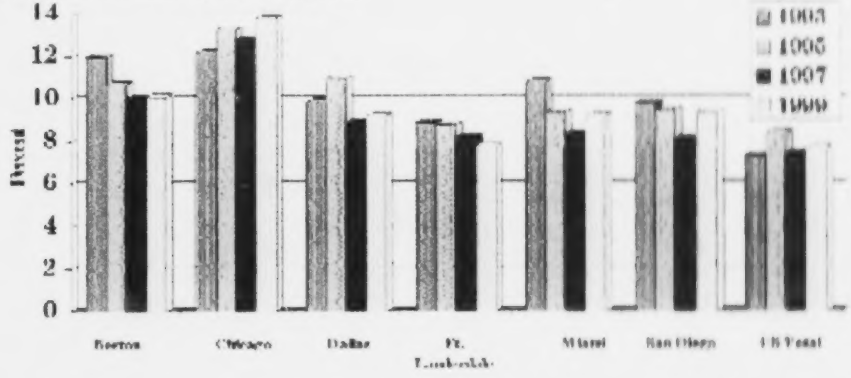
☆Figure 26: Threats/Injuries with a Weapon on School Property-Percentage of students in grades 9-12 who reported being threatened or injured with a weapon on school property one or more times during the past 12 months, by State: 1993-1999



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System, 1993, 1995, 1997, 1999

Note: *Significant difference between 1993 and 1999
** This question was not asked in 1995

☆Figure 27: Threats/Injuries with a Weapon on School Property-Percentage of students in grades 9-12 who reported being threatened or injured with a weapon on school property one or more times during the past 12 month, by city: 1993-1999



Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System, 1993, 1995, 1997, 1999

Note: *Significant difference between 1993 and 1999

Title IX of the Education Amendments of 1972. Title IX and regulations promulgated under Title IX prohibit discrimination, including harassment based on sex, at institutions that receive Federal funding.

Section 504 of the Rehabilitation Act of 1973. Section 504 and regulations promulgated under Section 504 prohibit discrimination, including harassment, based on disability at institutions that receive Federal funding.

Harassment and Hate Crime among Youth

The School Crime Supplement to the *National Crime Victimization Survey* included questions on hate language and graffiti for the first time in 1999. According to the survey results, the most common experience of this type reported by students is exposure to hate-related graffiti. A smaller number of students reported having been called a hate-related word or name.

- Among students nationwide, 13 percent reported that they had been called a hate-related word or name. These reports also varied somewhat by racial/ethnic group, from a low of 12 percent for Hispanic students to a high of 17 percent for black students (see Figure 29).
- Overall, 36 percent of students reported seeing hate-related graffiti at school. This percentage did not vary among racial/ethnic groups (see Figure 30).

Questions pertaining to hate crime among youth have been added to several other nationwide surveys during the past year. It is expected that additional data on this topic will be reported in the 2001 Annual Report on School Safety.

★Figure 28: Hate Crimes Legislation

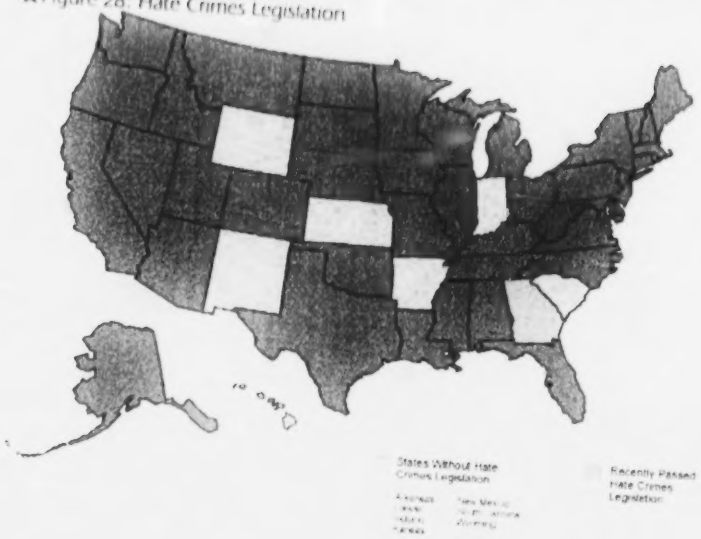
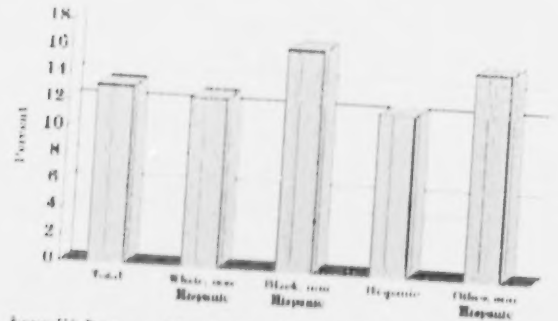
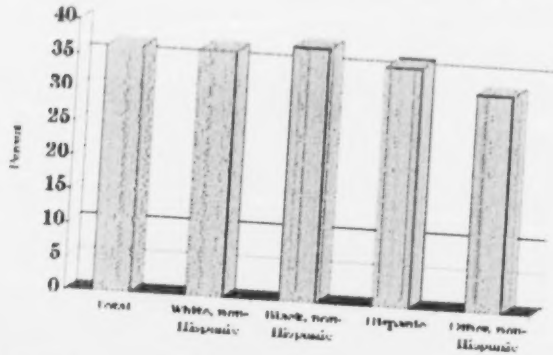


Figure 29: Hate-Related Words Directed at Students-Percentage of students ages 12 to 18 who reported being called a hate-related word or name, by race-ethnicity: 1999



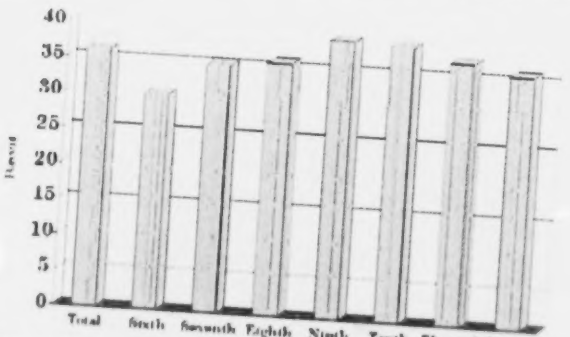
Source: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1999.

Figure 30: Hate-Related Graffiti-Percentage of students ages 12 to 18 who reported seeing hate-related graffiti at school, by race-ethnicity: 1999



Source: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1999.

Figure 31: Hate-Related Graffiti-Percentage of students ages 12 to 18 who reported seeing hate-related graffiti at school, by student grade: 1999



Source: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1999.

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Chapter 2

Safe Schools/Healthy Students: Collaboration in Action

Promoting safe and healthy environments for children to learn and develop is a universal goal. Fortunately, most American schools offer such an environment. At some schools, however, there are problems of crime and violence, and in some cases these problems are severe. School crime and violence put teachers and children in danger, which undermines their ability to teach and learn. Substance abuse by students also compromises the educational climate.

Schools can confront these problems most effectively when the community around them provides support. Many communities have been able to reduce school crime, violence, and substance abuse by developing comprehensive, integrated plans embracing key sectors of the community—the schools, social services, mental health providers, and law enforcement and juvenile justice authorities. This chapter describes the steps taken in a number of communities that have adopted such a coordinated approach.

In the spring of 1999, the President announced the Safe Schools/Healthy Students Initiative. This groundbreaking grant program is administered jointly by the U.S. Departments of Education, Health and Human Services, and Justice. The grants are intended to encourage integrated community-wide strategies for achieving school safety and healthy childhood development. They provide communities with enhanced resources for prevention programs and prosocial services from youth-serving agencies of various kinds.

The Safe Schools/Healthy Students Initiative draws on the best practices of the education, justice, and social service and mental health systems to promote a comprehensive, integrated problem-solving process for use by communities in addressing school violence.

The Safe Schools/Healthy Students Initiative aims to promote a collaborative problem-solving process for communities faced with school violence and crime. The planning process encompasses seven basic steps: (1) Establishing school-community partnerships, (2) Identifying and measuring the specific problems in the school community, (3) Setting measurable goals and objectives, (4) Identifying appropriate research-based programs and strategies, (5) Implementing programs and strategies in an integrated fashion, (6) Evaluating the outcomes of programs and strategies, and (7) Revising the plan on the basis of evaluation information.

To be eligible for a grant under this Initiative, there must be evidence of a partnership between the local educational agency, a local public mental health authority and a local law enforcement agency. Comprehensive, community-wide plans must include at least six elements: (1) A safe school environment, (2) Preventive and early intervention programs that address violence and substance abuse, (3) School and community mental health preventive and treatment intervention services, (4) Early childhood psychosocial and emotional development programs, (5) Education reform, and (6) Safe school policies.

In the fall of 1999, 54 local educational agencies and their community partners from across the Nation were awarded the first set of grants under the Safe Schools/Healthy Students Initiative. Urban school districts were eligible to receive grants of up to $3 million per year, while the maximum for suburban districts was $2 million per year. Grants of up to $1 million could be awarded to rural school districts and tribal schools. A total of $106 million was awarded in 1999. The initial 54 partnerships were profiled in the 1999 Annual Report, and stories on accomplishments and challenges from 10 of the initial grantees can be found throughout this chapter.

In April of 2000, another 23 partnerships were awarded grants under the Initiative. The partnerships represented local school districts in 18 different States and received a total of $42 million. Brief descriptions of these second-wave projects and their communities are presented in this chapter. At the end of this chapter, "stories" featuring the accomplishments and challenges of 10 of the 1999 grantees after one year of operation are also presented. The range of challenges to achieving school safety and healthy development of their children includes high poverty rates, substance abuse, high unemployment rates, high number of families where English is a second language, unmet mental health needs, increasing youth arrest rates, and increasing dropout rates.

Realizing that no single program can meet the diverse needs of different communities, the partnerships have developed or expanded on a wide range of multifaceted programs to meet their specific needs. Examples of the program elements include:

- Early intervention (e.g., home visitation, school readiness, paraprofessional preschool associates)
- Development activities (e.g., peer mentoring, conflict resolution, law-related education, student summits, teen courts)
- Teacher and family support
- Safety efforts (e.g., revision of policies, new surveillance equipment, crisis response teams)
- Introduction of new staff (e.g., mental health counselors, school resource officers, and new roles for existing staff).

To meet their needs and accomplish the goals of their programs, the partnerships have created a greater emphasis on building a broader community involvement with multi-agency commitment.

PALMER, ALASKA —YEAR 2000 GRANTEE

Partners

Matanuska-Susitna Borough School District

Life Quest

Palmer Police Department

Wasilla Police Department

The Matanuska-Susitna Borough School District is a rural district serving almost 13,000 children in an area of 24,000 square miles. The area has no public transportation, and some schools can only be reached by dogsled, plane, or boat. It is estimated that there are at least 1,000 children in the district who are of school age, but are not enrolled in school. The Borough has no major manufacturing or industry, and unemployment among adults is more than 50 percent. The chief crop in the area is marijuana. There are few after-school programs and no youth recreation centers. The school district has limited resources, and it lacks the necessary social workers and mental health services to serve at-risk youth. Between 1988 and 1998, juvenile crime increased 144 percent.

The Mat-Su Agency Partnership, a coalition of more than 30 agencies, has developed a comprehensive initiative to promote healthy childhood development and prevent youth violence and substance abuse. Each school will have an intervention team consisting of an administrator, a school psychologist or guidance counselor, and other support staff. The teams will provide access to guidance and in-home family counseling services for all families, including those with preschool children. Within each of the five middle schools, a new Schools Within Schools program will be set up to serve as an alternative learning setting. Mat-Su will use a new curriculum that is intended to reshape student and family attitudes concerning mental health, violence, and substance abuse. The initiative will establish a juvenile assessment center to provide needed social work and mental health services. This center will serve two groups: young people who have been arrested, and those who have not yet had contact with the legal system, but have been identified as at risk. In addition, the district will develop and adopt a crisis and emergency response plan for each school.

LITTLE ROCK, ARKANSAS —YEAR 2000 GRANTEE

Partners

Little Rock School District

Little Rock Police Department

Center for Children and Families

The Little Rock School District serves more than 25,000 ethnically diverse children, about half of whom are eligible for free or reduced-price lunches. The district has an annual dropout rate of 9 percent. Many of the students live in extreme poverty, and an estimated 15 percent of them have mental health needs. Youth arrests have been increasing in all categories. At least 65 percent of the students live in the areas of the city with the highest level of crime. Teen pregnancy is also a cause for concern; during a recent year, 6 percent of the babies in the county were born to parents aged 10 to 17.

Building upon its existing strategic plan, the school district has joined forces with other community agencies to work toward three main goals: forming a strong partnership between the community and the schools; creating a safe, secure, and healthy

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school environment; and building an efficient network of prevention, intervention, and treatment resources. Under this initiative, programs and services will be provided at churches and other community sites, as well as within the schools. School staff will be expanded to include full-time mental health clinicians for all middle schools, full-time nurses for all middle and high schools, and two district-level school psychology specialists.

As part of this project, prenatal and parenting support groups will be formed at all middle and high schools. A district-wide peer mediation program will be implemented, along with expanded substance abuse assessment and referral. In addition, the initiative will include after-school programs, increased mentoring of students, a program to improve classroom discipline, a community-wide awareness campaign, and continuous instructional centers to work with students who have been suspended. Efforts will be made to strengthen the connections between the schools and the neighborhoods. The initiative will also provide supplementary resources to improve security within the schools.

SAN JOSE, CALIFORNIA —YEAR 2000 GRANTEE

Partners:

East San Jose Union High School District

Santa Clara Valley Health and Hospital System's Department of Mental Health

Santa Clara Probation Department

As a major destination for immigrants from Central America and the Pacific rim, San Jose is a city of very diverse ethnicity. The Safe Schools/Healthy Students Initiative in East San Jose is focused on students at four high schools and their feeder schools, as well as preschool children in specific areas. In 1997, the median household income in the target area was half of what it was in the rest of the county. Of the students served by the target high schools, 34 percent have limited English proficiency, and there is 50 percent limited English proficiency among students at the target elementary and middle schools.

The Safe Schools/Healthy Students Initiative will include early parenting and family strengthening programs for families with preschool children. A violence prevention curriculum will be instated at all target elementary and middle schools. To include parents in prevention efforts, the initiative will reach out to the community to recruit school volunteers. Parents will also be involved in program design and oversight. The middle and high schools have put in place early intervention plans that include reading and literacy programs, truancy prevention, and gang interventions.

The initiative will seek to combine existing services into an integrated continuum with strong assessment, individualized care, and a well-articulated system of referral and follow-up. Building on the system now in place for the high schools, a middle school crisis intervention team will be formed to provide crisis counseling, violence mediation, and response planning. In keeping with the initiative's focus on school reform, student-driven teams will identify security issues in the school environment, and the students will oversee implementation of strategies to address them.

SALINAS, CALIFORNIA —YEAR 2000 GRANTEE

Partners:

Salinas Union High School District

Monterey County Department of Public Health Behavioral Health Division

Salinas Police Department

Salinas has an economy based in large part on agriculture. Many city residents make their living from seasonal farm work. In some Salinas neighborhoods, the per capita annual income is as low as $5,500. Within the city, 68 percent of the school children qualify for free or reduced-price lunches. In addition, 47 percent of the students have limited English proficiency. To address the prevention and intervention needs of the city's students, a number of school districts and community agencies have come together to form the Salinas Safe Schools/ Healthy Students Coalition.

The coalition's initiative features expanded professional counseling services, including in-home parent education and counseling for families, increased literacy and technology training for families, and enhanced curricula. The project will also increase outreach to schools by law enforcement and probation personnel, and expand street outreach on gang awareness and drug abuse prevention. Six new elementary school counselors will be hired to conduct individual, group, and family therapy, along with social skills development for K-12 students.

Another part of the initiative calls for in-service training on violence prevention for youth-serving staff citywide. In the context of education reform, the initiative will provide after-school programs and literacy programs. In addition, a Healthy Kids Web site will be developed. The coalition will seek to strengthen partnerships between law enforcement and probation agencies and the schools. Safe School Action Teams will be created, consisting of students and parents who will work with police to inspect sites and advocate for change.

CARMICHAEL, CALIFORNIA —YEAR 2000 GRANTEE

Partners:

San Juan Unified School District

Sacramento County Division of Mental Health

Sacramento County Sheriff's Department

The San Juan Unified School District is a suburban district serving nearly 60,000 students. Among these are almost 3,000 students of limited English proficiency, who speak a total of 66 languages. Thirty schools in the district have poverty rates higher than 50 percent. There is a high level of substance abuse, and drug-related arrests have tripled over the last 10 years. Within the schools, the rates of suspension and expulsion have also increased.

Working together, the school district and other community agencies have developed a Safe Schools/ Healthy Students Initiative called Building Bridges with Relationships. They have created a comprehensive plan for the district, emphasizing community partnerships and an asset-building approach. Under this plan, four multidisciplinary teams will provide regionalized service delivery to up to 400 families. Through home visitation, service providers will reach out to recent immigrant populations and help families learn positive developmental strategies for their children. Their efforts will be coordinated with existing Head Start and teen parenting programs. The unmet mental health needs of families will be addressed through a wrap-around service process including assessments, therapy, and parenting training.

In the schools, the district will also provide a broad-based program of education to prevent drug abuse and violence. An existing mentoring program will be expanded, and a Teen Council will be established with representatives from the nine high schools. There will be intensive teacher training regarding positive discipline. For students with inappropriate and potentially violent behaviors, there will be an after-school alternative-to-suspension program at two of the middle schools. The schools will collaborate with law enforcement personnel to address issues of violence, substance abuse, and school safety.

FORT COLLINS, COLORADO —YEAR 2000 GRANTEE

Partners:

Poudre School District

Larimer County Mental Health

Fort Collins Police Department and Larimer County Sheriff's Office

Poudre School District serves almost 23,000 students, about 19 percent of whom qualify for free or reduced-price lunches. The district includes a range of neighborhoods, including some isolated rural and mountain areas. Between 1991 and 1998, juvenile crime in the district increased 61 percent, and violent crime among youth rose 21 percent. In a recent year, 77 percent of the high-school seniors reported using alcohol, and 38 percent reported using drugs. The district has joined together with a number of community agencies to establish a Safe Schools/Healthy Children initiative called LINK, the Larimer County Interagency Network for Kids.

LINK's strategy focuses on early intervention. A home visitation program will offer prenatal visits by nurses, and families may continue to receive visits through the early childhood years. Training will be conducted on pro-social skills development for local providers, parents, and school district staff. School staff will also be given advanced training on early identification of problem behaviors. The school program includes age-appropriate violence prevention curricula and activities to encourage pro-social skills.

Through LINK, mental health personnel will offer parenting education classes and promote mental health services in general. They will also provide professional assessment, evaluation, and referral to treatment for students and dropouts. Educational reform efforts will include extending the school day for some children through before- and after-school programs. In addition, alternative education programs will be enhanced for children who are not succeeding in school. LINK will seek to improve school safety by coordinating security efforts, training school personnel, and providing campus security officers and school resource officers.

MELBOURNE, FLORIDA —YEAR 2000 GRANTEE

Partners:

School Board of Brevard County

Brevard County Health Department and Department of Children and Families

Brevard County Sheriff's Department

The Brevard County School District serves about 69,000 students in east central Florida. Nearly 30 percent of the students receive free or reduced-price lunches, and 12 percent of county residents live below the poverty line. In a recent needs assessment by the District, 50 percent of the sampled 8th graders reported using alcohol, 40 percent reported using tobacco, and 30 percent reported using marijuana. In addition, the number of young people referred for juvenile delinquency has risen 110 percent in six years. To address the problems confronting local youth, the school district and other local agencies have formed Brevard Prevention Plus, a Safe Schools/Healthy Students Initiative that will serve about 13,000 students in grades K-12.

Through this initiative, four multidisciplinary intervention teams will be developed, one for each area of the district. They will consist of drug, alcohol, and truancy liaisons, intervention specialists, and family intervention specialists. The teams will develop programs on social skills, conflict resolution, and mental health topics, and they will provide training to teachers. They will also seek to reduce truancy and incidents of substance abuse.

The initiative will seek to increase the number of referrals to partner agencies. To this end, new systems will be set up for standardized screening, assessment, referral, and follow-up. In an effort to improve security, school facility design will be assessed from the standpoint of safety. As a final part of the initiative, a comprehensive manual will be developed to allow for easy replication of the district's program by any community with similar risks and needs.

TALLAHASSEE, FLORIDA —YEAR 2000 GRANTEE

Partners:

Leon County School Board

Florida Department of Children and Families, Alcohol, Drug Abuse, and Mental Health Program Office, and DISC Village, Inc.

Leon County Sheriff's Office and Tallahassee Police Department

The Leon County School Board serves a densely populated urban center with growing socioeconomic disparity between its neighborhoods. Five years ago, the county's per-capita crime rate was the highest in the State. The county lacks a coordinated system for identifying and referring young children with behavioral and mental health problems. In partnership with a coalition of community agencies, the county's Safe Schools/Healthy Students Initiative will focus on students from five elementary schools that have been characterized as "challenged." These schools have a combined enrollment of 2,600 students.

The main goal of this initiative is to provide the earliest possible intervention for at-risk youth, by means of early childhood education and timely access to services. Five paraprofessional preschool associates will be hired to provide education for parents on the attitudes and skills needed to raise healthy and resilient children. They will also make home visits to preschool children enrolled in targeted schools. A parent educator will be hired to train the associates, work with community agencies, and raise

awareness about access to prevention services.

For older children, a violence prevention curriculum will be implemented in the five elementary schools, and a mental health expert will be trained to deliver instruction, train teachers, and work with support groups within the school and community. To address one of the biggest gaps in the community's overall system, a coordinated assessment and referral center will be set up for students needing early mental health intervention. A mental health teacher specialist will provide services to children in the targeted schools. The initiative will increase alternative after-school and recreational activities for all young people, and provide affective and behavioral overlay services for all after-school programs. A variety of safe school policies will also be implemented, including the installation of surveillance cameras and radios.

EASTON, MARYLAND —YEAR 2000 GRANTEE

Partners:

Talbot County Public Schools

Regional Mid-Shore Mental Health Services

St. Michaels Police Department, Talbot County Sheriffs' Department, and Maryland State Police

Located in a rural area east of the Chesapeake Bay, Talbot County has an economic base dependent on the agricultural and seafood industries. The Talbot County Public Schools serve roughly 4,500 students, of whom 27 percent receive free or reduced-price lunches. The rate of juvenile crime in the County is the fourth highest in the state. More than 50 percent of the students reported being victimized at school, and 21 percent of middle and high school students reported feeling unsafe there. More than 63 percent of 12th graders report using alcohol, and more than 25 percent report smoking marijuana.

In collaboration with other community agencies, the Talbot County Public Schools have undertaken a Safe Schools/Healthy Students Initiative. The overall goal of the project is to increase students' interpersonal skills, by providing a nurturing environment in the school and the community. Under the initiative, each elementary school will provide social work services, including a special in-home program directed toward at-risk children and their families. Among the services offered will be psychosocial and risk factor assessments, direct intervention with students and families, parent education, and consultation with staff.

As part of the initiative, five mental health professionals will provide prevention treatment, support therapy, and aftercare for students discharged from psychiatric facilities. Programs and policies will be created to prevent truancy, violence, and substance abuse, and a community mobilization campaign will educate students and adults on these problems and mental health issues. To develop a common vision and improve problem-solving skills, there will be three community-building retreats. In addition, school staff will be trained in effective classroom management strategies and crisis prevention. Both students and staff will be trained to deal effectively with conflict through alternative methods of resolving disputes. To address potential security concerns, school facilities and procedures will be reviewed and upgraded.

KENTWOOD, MICHIGAN —YEAR 2000 GRANTEE

Partners:

Kentwood Public Schools

City of Kentwood Police Department

Grand Rapids Youth Commonwealth, Inc.

The Kentwood Public Schools (KPS) serve almost 8,500 students. Within the district, about one in eight families have limited English proficiency or speak English as a second language. There is a large income disparity among families in the area. To address the needs of students, a number of government and social service agencies have come together with the schools to form the KPS Safe Schools/Healthy Students Initiative.

One goal of the initiative is to increase the number of assets and decrease the number of risk factors among local students, as identified through the Search Institute Survey, which is administered every two years in the 7th, 9th, and 11th grades. The initiative also aims to increase the availability of mental health counseling services, and to improve academic performance as measured by tests and grades.

For children in the preschool years, a video will be created on early childhood development activities for families, and "KidKits" of educational and play items for toddlers will be distributed. The initiative will also provide family, individual, and group counseling, along with a substance abuse prevention program in all middle and high schools. Students will be surveyed to determine what other activities are needed during after-school hours and over the summer. In addition, the existing School-to-Work program will be strengthened.

As part of the initiative, a violence intervention program will be designed and implemented. There also will be youth workshops and retreats on subjects such as anger management and conflict resolution, and a series of workshops for parents of high-risk youth. For teachers, a professional development series will be created. A volunteer network will be set up to provide one-on-one personal and professional mentorships. To enhance school security, a crisis response plan will be developed, and police officers will be placed in the highest-risk schools to interact with students and provide mentoring. Also, a youth intervention program and process will be developed for first-time offenders.

ST. PAUL, MINNESOTA —YEAR 2000 GRANTEE

Partners:

St. Paul Public Schools—ISD 625

Amherst H. Wilder Foundation

City of St. Paul Police Department

The St. Paul Public Schools serve nearly 45,000 students of diverse backgrounds. About 60 percent of the students qualify to receive free or reduced-price lunch, and 36 percent of them speak a language other than English. The school district has joined with several community and public agencies to set up a Safe Schools/Healthy Students Initiative, which will be implemented primarily in middle schools on the east side of St. Paul.

This is considered one of the "hot spots" in the city for juvenile crime.

One goal of the initiative is to enhance existing early childhood activities for family education and learning readiness. Project staff will work with day care centers and preschools to implement policies that promote peaceful parenting practices. Through the initiative, a mental health professional will make home visits to children being assessed for early childhood special education. On-site mental health services will be provided for students and parents, along with referrals to community health providers and a system of follow-up. The initiative will expand community participation and mentoring in five schools, and will institute a curriculum aimed at violence prevention.

A new teacher training curriculum will be developed and delivered, focusing on student diversity and instructional strategies. These strategies will include methods based on principles of behavior management, and methods aimed at enhancing student engagement in learning. Comprehensive school-based mental health services will be provided at several middle and elementary schools, in hopes of reducing violence and suicide by promoting positive mental health. To improve school safety, existing security policies will be reviewed. A district-wide planning and implementation effort will also address security needs.

DOBBS FERRY, NEW YORK —YEAR 2000 GRANTEE

Partners

Dobbs Ferry Union Free School District

Westchester County Department of Mental Health

Dobbs Ferry Police Department

The Dobbs Ferry Union Free School District is a small suburban district serving 1,350 students, including more than 300 students from a residential facility for troubled boys. About 10 percent of the students are eligible for free or reduced-price lunches. Roughly half of the students in the high school have been identified as substance users, primarily of alcohol. During 1998, the district made more than 365 referrals to mental health agencies.

In partnership with other community agencies, the school district has developed a multifaceted Safe Schools/Healthy Students Initiative. The project will expand the existing peer mediation program in the middle school, and in the high school it will establish a student court. A training program in conflict resolution will be offered to both middle school and high school students. With the support of a media advisory team, students in a new after-school program will use the district's TV production facilities to make videotapes promoting positive student behaviors, conflict resolution, and violence and substance abuse prevention. These videos will be used as resources in the classroom.

The initiative will seek to improve integration and resource sharing among the schools, public mental health agencies, and law enforcement agencies. Through focus groups, dialogues, and training programs for teachers and family members, strategies will be developed for early identification of problems and early intervention. E-mail protocols and security systems will be established to improve communications among the school, the staff of the residential facility, and public mental health resources. A school resource officer will take part in the district's conflict resolution and prevention programs, as well as the Alternatives to Violence program at the residential facility.

OZONE PARK, NEW YORK —YEAR 2000 GRANTEE

Partners

Community School District 27

Joseph P. Addabbo Family Health Center, Inc.

Mayor's Office of Criminal Justice Coordinator

The Rockaway Peninsula, in the southeast corner of New York City, is the setting for a Safe Schools/Healthy Students Initiative called the Project for Rockaway Youth in Safety and Education (PRYSE). More than 24 percent of Rockaway's population fails below the poverty line, and about three-quarters of the children in the school district are eligible for free or reduced-price lunches. Among adults, 61 percent of the population has less than a high school diploma. The unemployment rate is 10 percent. The area has a high incidence of youth crime and substance abuse, and a large number of children who are considered emotionally disturbed or at risk.

The Safe Schools/Healthy Students Initiative will fund an array of services targeted to high-risk families, including prenatal and early parenting support. The goal is to promote the healthy development of young children and equip them to enter school ready to learn. Staff will be trained to facilitate family support groups for informal child care providers, and they will also take part in a mentoring program for parents. For older children, a family resource center and a mediation center for students and parents will offer comprehensive prevention and early intervention services. On-site mental health counseling will be available at seven schools, and enhanced services will be provided for victims of child abuse.

PRYSE will support a number of programs for at-risk youth, including an entrepreneurship program. One program will match a youth returning from the juvenile justice system with a college student mentor. Through the initiative, alternatives will be provided to typical disciplinary actions, and after-school opportunities will be expanded. Both policing tactics and additional security resources will be used to enhance the safety of targeted schools and surrounding neighborhoods.

DURHAM, NORTH CAROLINA —YEAR 2000 GRANTEE

Partners

Durham Public Schools

The Durham Center

Durham Police Department and Durham Sheriff's Department

The Durham Public Schools serve a diverse group of nearly 29,000 students. Within the system, the number of school dropouts has increased by 62 percent over the past two years, and the level of juvenile crime has shown a dramatic increase as well. The school district and its many community partners have developed a Safe Schools/Healthy Students Initiative that will serve about 60 percent of the children in the system. The target schools include all the middle and high schools, and a group of seven elementary schools. At these seven elementary schools, 86 percent of the students are eligible for free or reduced-price lunches, and the rate of disciplinary suspensions is three times as high as it is for the other elementary schools in the district.

To serve children in the preschool years, the initiative will put in place a preschool social skills curriculum for 4-year-olds and expand the existing Preschool Behavior Project. It will also implement a program of home visitation

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for families of young children who have been assessed as at risk. For older children, the project will institute a social skills development curriculum, and it will provide a set of interventions for those students most at risk for antisocial behavior. These will include parent training, home visits, and training in dealing with anger. Conflict resolution and peer mediation programs will be established at each of the middle schools. In addition, three additional substance abuse prevention specialists will provide service to students at the middle and high schools.

To promote positive mental health, the initiative will expand an existing outreach program to all the middle and high schools. In-home family mental health workers and case managers will be provided. Policies and procedures will be developed to provide maximum services to students who have been suspended, including mental health and substance abuse services and support in the transition back to the classroom. In the area of education reform, the project will establish an elementary school screening program to identify at-risk students. A Student Success Plan component will be added to the district's present screening and referral process.

The initiative also will train staff on school safety, violence prevention, and warning signs for mental health problems, violence, and substance abuse. To improve school safety and security, school facilities will be upgraded in some areas, and two additional court counselors will be hired. Policies and agreements will be developed for sharing data and making referrals to other agencies when security issues arise. In addition, an information management system will be implemented.

TOLEDO, OHIO
—YEAR 2000
GRANTEE

Partners:

Toledo Public Schools

Lucas County Mental Health Board

Toledo Police Department

The Toledo Public Schools serve an urban, ethnically diverse population of 38,000 students. Approximately 72 percent of these students qualify to receive free or reduced-price lunches. The school system issued almost 13,000 suspensions for behavior problems in a recent year, and there were numerous fights, assaults, and weapons violations. At least two-thirds of the students in grades 4 and 9 failed to pass all the State academic proficiency tests. The school district and a number of community agencies have joined together to form the Toledo System of Care (TSOC), whose goal is to establish an integrated community-wide system of care to meet the development needs of students.

The initiative includes several efforts directed toward the preschool age group, including collaboration with Head Start to improve school readiness, home visits to enhance child and family functioning, and family meetings to reduce feelings of social isolation. For older children, after-school recreation, mentoring, and academic enhancement programs will be designed to strengthen students' skills for resisting substance abuse and violence.

A system of in-school care committees in 21 schools will integrate health and mental health services for students identified through screening and referral sources. Also, a truancy drop-off center will be created. A Safe Schools/ Healthy Students Summit will be held to encourage

education reform. Safety audits will be conducted in each school, and school resource officers will be given expanded responsibility for teaching law-related education, promoting bus safety, and coordinating services with the juvenile justice system.

TAHLEQUAH, OKLAHOMA—YEAR 2000 GRANTEE

Partners:

Tahlequah School District

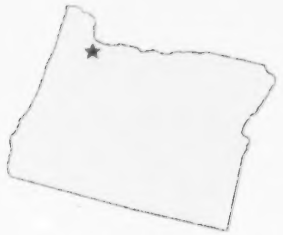
Bill Willis Department of Mental Health

Juvenile Justice Department through the District Attorney

Tahlequah, the capitol of the Cherokee nation, is a small town with few recreational or after-school activities for youth. The poverty rate is 37 percent. The Tahlequah School District serves about 3,400 students, many of who come from rural areas. There is a very high student dropout rate, and low levels of academic achievement. Crime, violence, and drug abuse have become increasingly prevalent within the district. A number of community agencies have formed a partnership with the schools to implement the SUCCESS Safe Schools/Healthy Students Initiative.

To address the needs of children in early childhood, the district's current parent education program will be expanded. This will include personal visits to provide childhood development information to parents, group meetings for parents, developmental screenings, and a referral network link with special services. Young people considered at risk of involvement in drugs, gangs, or crime will receive educational programming to improve their decision-making abilities. These students will also be taught social and employment skills, and they will take part in counseling and aftercare programs. At each school site, a prevention specialist will work with a variety of agencies to meet the mental health needs of students. Two licensed counselors will provide counseling and train school personnel on how to identify potentially dangerous behavior.

Under the initiative, a new program called Tahlequah Learning Centers will be established to provide after-school and summer activities and recreation. The Centers will seek to improve academic performance, increase youth involvement in community organizations, and decrease school dropouts and juvenile misdemeanors. The program will provide transportation for low-income rural children, and it will serve about 700 students with after-school activities. To make the school environment safer, four resource officers will be hired, and security cameras and monitors will be installed in school buildings.



GRESHAM, OREGON—YEAR 2000 GRANTEE

Partners:

Gresham-Barlow School District and Consortium of East Multnomah County School Districts

Consortium of Mental Health Providers

City of Gresham Police Department

Multnomah County is a rapidly expanding metropolitan area adjacent to Portland, Oregon. The county has a very diverse population, including many immigrants. In east Multnomah County, students are increasingly becoming involved in violent crime and carrying weapons. The suicide rate among students ages 10 to 17 has also been rising.

There has been an increase in the rate of child abuse and neglect. The four school districts in east Multnomah County have joined forces with a large number of community agencies to establish the SAFE PT Safe Schools/ Healthy Students Initiative. Its overall strategy is to emphasize prevention by giving students early access to mental health services.

Under the initiative, teachers and staff will be given specialized training to help them identify at-risk students at an early stage. A program director and five district coordinators will be hired to assess at-risk students and connect them with appropriate service providers. Eight case managers will be hired to ensure that appropriate intervention services are administered and monitored, and agencies will receive additional resources to conduct comprehensive assessments emerging from early referrals.

At the middle school level, the initiative will implement the Schools Uniting Neighbors model. This approach seeks to reduce substance abuse and crime and also to raise academic achievement, by extending learning and recreation beyond traditional hours. Teachers will be trained on how to establish classroom cultures that give students a sense of identity and encourage conflict resolution through non-aggressive means. The initiative also will address the issue of school security. In collaboration with law enforcement and emergency medical agencies, a crisis response assessment will be conducted to improve emergency preparedness.

TYRONE, PENNSYLVANIA —YEAR 2000 GRANTEE

Partners:

Tyrone Area School District

Altoona Hospital for Mental Health

Tyrone Borough Police Department

Tyrone is located in a rural area where there are few social services. There are no after-school programs in the area and limited recreational opportunities. The closest community mental health services are 20 miles away, and early childhood resources are scarce. One-third of the students in the district report regular use of alcohol by age 15, and a large proportion also report abuse of inhalants. In a recent year, almost 30 percent of the high school students reported being in trouble with the law. The district and other community agencies have undertaken a joint Safe Schools/Healthy Students Initiative to address the problems confronting Tyrone's youth.

The first phase of this project will provide early childhood outreach and prevention services, which are expected to improve school readiness and reduce adjustment difficulties for those starting school. The services include home visiting and screening, transition support for preschoolers, and kindergarten screening and enrichment. At the elementary school level, home visiting, family enrichment, and after-school programs will be instituted. Social skills development programs will also be created, along with a program to reduce aggressive behavior on the playground.

The initiative will serve high school students by extending an existing peer

mediation program, providing academic support, and assisting students with the transition from middle school. A school-based probation officer will also be hired. The initiative will set up a school-based mental health office, and staff will coordinate preventive, treatment, and other intervention activities for students at all levels. A full-time school resource officer will be hired, and a comprehensive school safety plan will be developed. A media campaign will be conducted to provide community outreach.

COLUMBIA, SOUTH CAROLINA —YEAR 2000 GRANTEE

Partners

Richland County School District One

Columbia Area Mental Health Center

City of Columbia Police Department and Richland County Sheriff's Office

Richland County School District One is located within an urban Empowerment Zone. It is characterized by high rates of poverty, significant numbers of confirmed child abuse cases, and a disproportionate number of referrals to juvenile court. The district serves more than 27,000 students. About 40 percent of these children live in single-parent homes, and more than a fifth of those entering school are judged not ready for first grade. Among students in grades 4 and 5, about one-quarter report being bullied regularly. For the district, school crime and below-average academic performance are continuing concerns.

The school system and a number of other community stakeholders have come together to implement a Safe Schools/Healthy Students Initiative called Healthy Steps for Safe Living. This consortium developed a full continuum of services to prepare children for school, reduce substance abuse among students, and create a safe school environment.

Early childhood education and intervention is a special focus of the initiative. It will include a program of home visits by nurses to young mothers both at the prenatal stage and later during the preschool years. For older children, the initiative will put in place new curricula to increase life skills, reduce bullying, and promote healthy lifestyles. Mentoring programs will be expanded, and peer mediation programs will be set up in all the middle and high schools.

A quick response intervention team consisting of a psychologist, social worker, guidance counselor, and family liaison will provide therapeutic and crisis intervention. As part of a Child Development Community Policing program, mental health professionals will be linked with police officers for cross-training and support services. A transition plan will also be developed to reintegrate students into the schools after their release from secure juvenile care. To improve the safety of the school environment, law enforcement personnel will provide school security assessments, staff training, and law-related education.

SAN ANTONIO, TEXAS—YEAR 2000 GRANTEE

Partners

Northside Independent School District

Child Guidance Center and Southwest Mental Health Center

Northside Independent School District Police Department

The Northside Independent School District in San Antonio is an urban, ethni-

cally diverse school system located within an Enterprise Community. It serves about 61,500 students. Within the district, 41 percent of the families live below the poverty line. In 1998, a survey showed that 61 percent of Northside adolescents had smoked cigarettes, 44 percent had used illicit drugs, and 81 percent had drunk alcohol. There were twice as many expulsions from school that year as during the year before. Working together, the school system and a number of community agencies have developed a Safe Schools/Healthy Students Initiative to address some of the problems affecting the students and the schools.

Under the initiative, project staff will publish a compendium of the existing social services available to students and other community members, including services for early childhood development. Project staff will investigate research-based student support programs that teach prosocial skills and address prevention and resiliency. They will help to identify appropriate safe and drug-free schools curricula and action plans and will help to institutionalize safe-school strategies. In a further effort to improve school security, the district will seek to hire 10 additional school resource officers.

The district will form Campus Assistance Teams (CATs), consisting of a mental health professional and a social worker assigned to specific schools. These teams will provide counseling to targeted students, educate staff and parents on available social service resources, and connect students and families with school and community programs to meet their needs. Referencing the 40 Developmental Assets identified by the Search Institute, the CATs will train school staff on factors promoting environments that are safe and free of substance abuse. They also will train school and community-based personnel on the need to consider mental health factors in promoting academic success for students.

VICTORIA, TEXAS —YEAR 2000 GRANTEE

Partners:

Victoria Independent School District

Gulf Bend Mental Health Center

Victoria Police Department

The Victoria Independent School District serves an ethnically diverse community in a metropolitan area of south Texas. About one-fourth of the residents live below the poverty line. The school dropout rate within the district is 36 percent, which is nearly three times the rate statewide. Juvenile crime, teen pregnancy rates, and teen use of drugs and alcohol are also high. The school district has collaborated with other community agencies to develop a Safe Schools/Healthy Students Initiative called SNAP, the Students in Need of Assistance Program. To sustain the new program beyond its initial funding period, the members of the partnership intend to pursue other avenues of public and private support.

The initiative will serve more than 7,600 students at three middle schools and three high schools. Through SNAP, a team will be formed consisting of a social service specialist, parent liaisons, and mental health professionals. The team will serve at-risk families with site-based and in-home assessment and treatment services. They will intervene as needed with at-risk students, and will also link their siblings with existing early childhood programs. As part of the district's school reform efforts, additional mentoring programs, enhanced drug and alcohol education, and after-school activities will also be put in place. Students who have been expelled will be served by an alternative education program. The initiative also calls for additional school resource officers and campus-based probation officers, who will work to enhance school safety and take part in crisis plans and practice drills.

SPOKANE, WASHINGTON —YEAR 2000 GRANTEE

Partners

Educational Service District 101

Pend Oreille County Counseling Services

Newport Police Department and Pend Oreille County Sheriff's Department

Pend Oreille County is a primarily rural area in northwest Washington. The area's economy is based on natural resources and is prone to considerable fluctuation, with one of the highest unemployment rates in the State. In each of the three school districts that are part of this project, about 60 percent of the students qualify for free or reduced-price lunches. The Safe Schools/Healthy Students Initiative for the area includes the school districts, the Kalispel Tribe, and a number of community agencies. It will serve more than 2,300 students in the three districts, as well as more than 800 preschool students and about 300 young people who are home schooled or out of school.

The initiative will address the needs of children in the preschool years by providing pre- and postnatal services for high-risk mothers, offering a parenting skills course, and coordinating mental health services. For older children, the project will take steps to create a school environment of zero tolerance for violence and substance abuse. These will include prevention training, interventions to provide student support, and outreach to families and students in crisis. The initiative also will provide an arts program, classroom curriculum support, and behavior management and social skills training. Free counseling, psychiatric back-up, and case management services will address the mental health needs of the students.

Another feature of this initiative will be education reform measures. These will include forging employment connections, outreach to school-age children who do not attend school, and developing policy for educational programming. To ensure a secure school environment, county-wide safe school policies will be developed, and a student advisory committee will be set up at each high school. A crisis response system will ensure immediate safety for children in danger. Schools will be provided with security equipment, and they will be linked directly with local law enforcement agencies.

GREEN BAY, WISCONSIN —YEAR 2000 GRANTEE

Partners

Green Bay Area Public School District

Brown County Department of Human Services and Family Services

City of Green Bay Police Department

The Green Bay Area Public School District serves more than 18,400 students. In Green Bay, 23 percent of the households have annual incomes of less than $15,000. Youth crime, truancy, and drug use have all increased sharply in recent years. To address these problems, a Safe Schools/Healthy Students Initiative has been formed by the school district and a group of community agencies.

These partners and other community planning bodies will be involved in project planning and coordination.

As part of the initiative, a Parent Resource Directory will be compiled to increase public awareness of community resources. The project will coordinate with existing agencies to give families ongoing support in early childhood education. To build assets that are critical building blocks for healthy youth development, families will be involved in long-term, carefully crafted social activities. For low-income youth in grades 5 to 8, a prevention after-school program will combine recreation with tutoring, mentoring, and therapeutic interventions. Mentoring also will be extended in the middle and high schools. Intensive and early in-home outreach, case management, and service coordination will be provided for truant and at-risk youth in grades 4 to 8.

Under this initiative, alternative education options will be made available for middle school students who are truant or at risk, and mental health services will be integrated within the alternative program. The existing Teen Court will be expanded to serve first-time offenders aged 8 to 11. In addition, a system of support services will be provided for youth re-entering school from the juvenile justice system. To enhance school safety and security, student and parent task forces will review and develop school safety plans and policies for the district.

The "stories" on the following pages highlight the accomplishments and challenges of ten of the 1999 grantees after one year of operation.

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Student Dee-Jays for KEGL radio station.

PINON, AZ—1999 GRANTEE

Overview

The Piñon, Arizona Safe Schools/Healthy Students Initiative (SS/HS) is building a strong coalition of community partners through development of broad-based collaborative partnerships with agencies and organizations (law enforcement, education, judicial, physical, mental and behavioral health, housing authority and local chapter governments) within the Piñon community, as well as those across the Navajo Nation. Several of their strategies include:

- The Warrior Academy—an alternative school that emphasizes self-discipline, mastering academics, and self-esteem—is used as an alternative to suspension and for students who have previously dropped out of school.
- Peacemaking-a traditional approach based on healing as its primary means of addressing inappropriate behavior.
- Development of local leadership capacity through the creation and training of an SS/HS Leadership Management Team to make decisions and solve problems relative to SS/HS issues on a day-to-day basis.
- Placing a strong emphasis on mental health services through collaboration with Indian Health Services, and similar agencies, to create a community-based prevention and intervention program for Piñon students and community members.

Accomplishments

One of the most far-reaching accomplishments during the first year was the demonstrable bonding of the various partnering agencies and enhanced collaboration; of particular note, agreements between the school district and law enforcement and between the district and the Navajo Judicial. This has provided the foundation for numerous other accomplishments, such as the following:

- The recruitment of quality staff to the Piñon area was increased through an increase in SS/HS publicity.
- The Warrior Academy graduated its first class of students in July, with 28 more enrolling for the second session.
- An increase in school security was brought about through the hiring of additional security personnel, training and staff development and review and revision of school safety policies.
- Improved data collection processes and analysis are being used for school improvement.
- More than 300 community members participated in a successful three day "Healthy Families" conference sponsored by SS/HS.
- A dramatic increase has occurred in student participation in after-school events and activities.
- A standardized District student assessment system was implemented.
- The process for admitting students using drugs was clarified and implemented with the

Students participate in Pinion High School's radio station program, KEGL AM 590.

cooperation of the Navajo Division of Law Enforcement and the Piñon Schools.

Piñon cites two innovative strategies for addressing the needs of students. First, they have implemented the Peacemaking methodology for dealing with inappropriate student behavior through means focused on healing rather than punishment and retribution. Second, they have adopted the alternative school model, which emphasizes self-discipline, academic achievement, and self-esteem and readies drop-outs and at-risk students to return to regular education programs.

Because of cross-jurisdictional issues and bureaucratic procedures, it has been a challenge to obtain written partnership agreements with the numerous agencies and organizations that offer services on the Navajo Reservation. This challenge has been overcome by building trust through frequent collaborative meetings.

Cross-jurisdictional issues among the many law enforcement and judicial entities on the Reservation have led to variations in existing arrest and prosecution procedures. These have been partially addressed through direct collaboration with the Chief of the Navajo Supreme Court and his staff, and the introduction of the Peacemaking model.

The lack of coordination between and among the providers of various in-school student services such as guidance, mental health, drug prevention, and other services has been a challenge. This challenge has been partially overcome through a reorganization of the management of these services, and through adding personnel to address these issues. In addition, regular meetings of the various service personnel have helped to increase and improve communication.

The Safe Schools/Healthy Students Initiative (SS/HS) for the Jonesboro, Arkansas community has used varied strategies to meet program goals and objectives, but the strategies have one common approach-the Multisystemic (multidisciplinary) Model. This model stresses the need to use a team approach in providing services. The program is student-centered and menu-driven (as opposed to service provider-centered).

The Day School program is focused on providing an educational setting for students who cannot be educated successfully in the traditional school setting. The Day School also serves as a site for the suspension program that provides students an educational setting when those students have been either expelled or suspended from their home school.

Kindergarten students participate in Summer in the Park program.

There have been several major accomplishments in the area of mental health. The programs and services provided as part of the mental health initiative cross over into all of the elements. This is a key to a student's success. Students are now served by professionals in the roles of case managers and therapists who evaluate and assist in meeting individual student needs.

These programs are integrated with the early childhood element that provides counseling, services, and guidance to teen parents and their children. This requires networking with local community agencies and organizations. Through the Day School, a summer enrichment program was offered to junior high age juvenile offenders. The program was developed to integrate the Day School services with the local juvenile services. These high-risk students were placed in a 7-week course that included military drill, career awareness, life skills, decision-making skills, communication skills, and community service. The case managers will continue to serve and track these students.

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Accomplishments

These successes and many others are the result of a strong, committed core key staff and advisory board. These groups represent the community and its needs. Their dedication to the students and families is shown by these accomplishments.

Innovation

For students to succeed academically, they need an emotionally and physically secure environment. The Safe School environment and Safe School policies elements help provide a physically secure environment, while a strong mental health element helps provide a friendly, emotionally secure environment. Utilizing students, parents, faculty, and experts in their field, Jonesboro has developed campuses that welcome the community through their doors. Technology and security devices provide an array of services to students, families, and faculty in a safe, secure environment. There is a continuing priority on developing policies and procedures that work hand-in-hand with the use of security equipment and technology, while providing an atmosphere that encourages learning and safety.

Students are at the center of the design of the services and programs, rather than the convenience or orientation of the service provider. This grant has provided the community the opportunity to serve each student or family or school with a menu of services that is specifically designed to meet those individual needs. When a service is provided, it must be created to meet with the needs, situational status, culture, and personality of each individual and group that is served.

Students participate in Jr. Police Academy run by the Jonesboro Police Department.

Overcoming Challenges

To continue to meet the expanding demands of students and their families, the team must continue to grow. Jonesboro has been extremely fortunate in the interest and participation of community members in the development and implementation of these services and programs. The challenge of bringing four school districts, four mental health associations, county and city law enforcement, local university officials, the Chamber of Commerce, and the faith-based community all to the table has presented both obstacles and benefits. Some of these obstacles include turf and boundary issues, lack of understanding of each other's services and roles, time constraints, lack of personnel and funding, cultural diversity, and long-term commitment. While these are major challenges, they are not insurmountable. A communications plan is being implemented that will serve to keep all team members better informed of issues, timelines, activities, additional funding opportunities, and the status of programs. The team continues to grow to include members who provide different links in the chain that meets the needs of students and their families. Through the inclusion of such a wide range of participants and strategies, ownership for this plan will continue to increase and outlive the 3-year grant period.

Teen parents participate in summer enrichment project workshop on the importance of reading to infants and toddlers.

SAN FRANCISCO, CA—1999 GRANTEE

Overview

The first year of the San Francisco Unified School District's (SFUSD) implementation of the Safe Schools/Healthy Students Initiative (SS/HS) has focused on developing the capacity of the schools involved in the program. Primarily, this has involved selecting the 7 high schools and 10 elementary schools to participate in the project; orienting school and district staff to the project; hiring school- and district-level staff; forming and mentoring the Interagency Action Committee; holding district-level coordination meetings; and collecting baseline outcome and process data. The development of this capacity at the district level

and the school site level has provided the framework to support "Wellness Schools." This is the key strategy that SFUSD has chosen to implement the Initiative.

Accomplishments

The SFUSD continually reassesses its status and celebrates its hard work and accomplishments. Specific accomplishments this year include the following:

- Meetings were held with all SFUSD high school and elementary school principals to provide information about the SS/HS Initiative.
- Ten elementary and seven high schools were selected to participate in the SS/HS Initiative through a participatory process.
- District kick-off meetings were held with selected sites to provide them with an introduction to and overview of the program.
- Nurses were hired and placed at seven high school sites.
- Peer Resource Coordinators were hired and placed at four high school sites.
- District level meetings were held bi-weekly to plan and coordinate the implementation activities.
- Two district-level Transition Specialists were hired.
- The Interagency Action Committee was formed and it held monthly meetings.
- Kick-off meetings were held at each of the 10 elementary and 7 high schools to fully inform site staff about the program.
- Each of the 17 selected sites identified a site coordinator.
- Meetings were held with site coordinators to facilitate a smooth implementation of the program at the school level.
- Professional development was provided on Student Assistance Programs for high school staff and on Student Success Teams for elementary school staff.
- Student Assistance Program meetings were held at all of the seven high schools.
- Student Success Team meetings were held at all 10 elementary schools.
- Information about parent satisfaction with school programs for their children was solicited through telephone interviews.
- Students provided feedback regarding the programs and services available at their schools through focus group discussions.
- Teachers and staff completed two surveys and participated in a focus group to provide feedback on the effectiveness of school programs and to identify relevant issues and areas of need.
- Members of the Health Promotion Committee completed surveys and participated in focus groups to provide insight into the coordinated planning process.
- All of the outcome and process data that were collected have been summarized and are currently being used to plan more effectively for the coming year.

Students participate in a weekend hiking activity focusing on peer interaction and team building.

Innovation

Students participate in local talent show exhibiting healthy peer coping skills.

The Wellness Schools are an innovative concept designed to offer the students, staff, parents, and the community a wide variety of resources, programs, and activities to enhance student ability to resist alcohol and drug use and to increase the safety of the school environment. Components of the Wellness Schools include:

- Coordinated planning of comprehensive school health at the school level (School-Site Council and a Health Promotion Committee).
- The development of Safe School Plans.
- Student Assistance Programs/Student Success Teams to coordinate services for students.
- On-site wellness programs, activities, and services to address students' academic, behavioral, and social/emotional needs.
- Working relationships with community based organizations.
- Parent involvement.

Overcoming Challenges

The challenges SFUSD will be facing during the next year are mainly the result of the breadth and depth of the systemic and cultural changes they are attempting. Additional challenges are related to pushing the community, agencies, and district to do business differently. The site is attempting to create safe harbors for all students. This requires that the site view the student as a "whole being." Currently, schools as a microcosm of society do not view the student in a holistic manner. All of the above challenges are on a macro-level. The site is aware that it faces additional micro-level challenges (e.g., hiring, scheduling of professional development opportunities, integrating the Interagency Action Committee partners, and continually "connecting the dots for all") so the student is seen as a whole person within a whole family, whole school, and whole community.

An elementary school program facilitates parental involvement by assisting children in preparing meals for parents participating at family night out functions.

Addressing the identified challenges will require a two-pronged approach:

- Aligning the baseline assessment with the activities/professional development and programs introduced.
- Prioritizing the activities so that sites, agencies, and populations will not be overwhelmed.

SAN LUIS OBISPO COUNTY, CA —1999 GRANTEE

Overview

The rural beauty of San Luis Obispo (SLO) County, California belies the challenges facing the area's young people. In fact, the rate at which SLO County juveniles engage in destructive and antisocial behaviors is as high as or higher than the rates for their suburban or urban peers. In an effort to address these problems, concerned community leaders came together to develop the Safe Schools Integrated Prevention Project (SSIPP). The goal of the project is to promote emotional resilience and healthy development in the children of San Luis Obispo County.

Community Resource Specialists provide school safety organizing and support for policing and prevention services to five small rural outlying school districts.

The SSIPP serves as a catalyst for traditional school, law enforcement, and mental health services agencies to work together in new ways. The Safe Schools/Healthy Students Initiative (SS/HS) is enabling these partners to establish a countywide, coordinated, comprehensive, and integrated program that will assure safe, disciplined, and drug-free

Students at Lillian Larsen Elementary participate in PeaceLeaders program.

learning environments for SLO students.

The SSIPP expands and enhances a variety of proven programs, customized for targeted schools throughout the County. Specific strategies include: school resource officers in the County's most rural schools; the "culture-changing" PeaceLeaders violence and substance abuse prevention program; mini-grants to local youth task forces and school/community partnerships that support youth asset development projects; intensive training for parents of high-risk youth; early intervention mental health services and bilingual/cultural community resource specialists in preschools; after-school projects in outlying rural schools; and a new model program for returning court community (alternative school) students to traditional school settings.

The SLO SSIPP made substantial progress in implementing grant activities during the first year, including:

- A total of $144,000 in mini-grants was awarded through seven community-based youth task forces to implement asset-based youth projects, and 11 mini-grants were awarded to school-community partnerships for after-school learning opportunities that are built on principles of healthy asset development.
- Two rural elementary schools and local Boys and Girls Clubs collaborated to establish after-school learning programs in which most of the schools' students participate.
- School resource officers were placed in all outlying rural schools.
- Numerous training sessions and workshops were held—many with prominent national instructors—for program staff, parents, and community members. They addressed the areas of violence and substance abuse prevention (PeaceLeaders), positive parenting and parenting of high-risk youth (Parent Project), respecting diversity (Color of Fear), and youth asset development (Search Institute).
- New community resource specialists are providing support to 68 preschool families.
- The court community school transition specialist is streamlining credit, placement and graduation requirements, and rehabilitation planning across districts for students returning to traditional public school settings, and facilitating individual student transitions.
- Unanticipated benefits of collaboration occurred when the County and a local Lion's Club donated a site for an elementary after-school program that was in need of rehabilitation. The Sheriff volunteered inmate work crews for clean-up, thus "turning a challenge into a success in a few short minutes."
- A Chamber of Commerce event highlighted the SS/HS grant project to 200 business and community members.
- SS/HS grant partners have begun collaborating successfully to obtain continuation and expansion funding that will sustain various project activities: e.g., $75,000 per year for three years to continue an elementary after-school program; $85,000 per year for three years for a Sheriff/community school partnership community policing grant; and $10,000 for training and support of PeaceLeader "coaches."

Students at a local preschool benefit from the services provided by the Psychosocial and Emotional Development Services program.

The most innovative strategy for San Luis Obispo County is the focus of several components of the plan on instilling the philosophy of youth asset development in the community. This focus can be found in several components of the plan. It serves as a catalyst to rebuild communities in which people and organizations feel connected, engaged, responsible, and committed to young people. By centering after-school and school/community mini-grant opportunities on the building blocks of healthy child and youth development, the SS/HS grant partners

hope to see substantial, long-term shifts in community, social, and institutional norms, and ultimately in attitudes and behavior toward youth.

Overcoming Challenges

The SSIPP has scheduled an additional facilitator training session for Winter 2001 with the Parent Project founder, and has formed a countywide, collaborative steering committee composed of diverse members to improve the recruitment, support, and retention of Parent Project volunteers.

The SSIPP has established a track record of winning several successful continuation grant awards, and it will continue to seek additional grant funding opportunities to maintain and expand the programs and activities implemented under the SS/HS grant.

DENVER, CO—1999 GRANTEE

Overview

The goals of the Denver Public Schools Safe Schools/Healthy Students Initiative (SS/HS) are to promote positive, pro-social behavior in Denver's school children and to reduce overall crime and violence, through a range of prevention, early identification, and treatment strategies.

Denver's plan seeks to fill in the gaps of services already identified as both critical and missing in pre-existing community plans, focusing the bulk of its early identification and treatment services on young children and middle school-aged children, and expanding primary prevention programs to all elementary school children and their families. One of Denver's most important goals is to develop an infrastructure to institutionalize and sustain integrated services after the Federal funding has ended, through overcoming bureaucratic barriers, promoting new partnerships, and building capacity in all partner agencies to do their work more effectively.

Specific strategies implemented to achieve the goals of the Denver Public Schools SS/HS Initiative include:

- Hiring and training school safety officers, and promoting effective communication between Denver Public Schools and the Denver Police Department (through technology improvements and training).
- Implementing research-based, culturally appropriate school-wide prevention programs in elementary and middle schools.
- Establishing Community/Schools Assistance Teams (C/SATs) in all Denver Public Schools.
- Expanding a truancy prevention program at all middle schools.
- Expanding mental health services to children and families in serious need (and identifying sustainable funding for this treatment).
- Training providers of early childhood services in violence prevention curriculum.
- Providing teen parents with long-term home visitation and parent education.
- Piloting a foster care intervention program for infants.
- Hiring quadrant liaisons who will provide training and technical assistance to schools, families, community members, and collaborating agency staff.

Truant officers are out on the street, actively working with out of school students.

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Accomplishments

The Denver Public Schools SS/HS Initiative has successfully initiated its proposed programmatic activities. Among its numerous programmatic activities, Denver has:

- Implemented First Step, Second Step, and Life Skills curricula in 66 percent of the schools and trained more than 60 teachers in the curricula. These programs are currently serving 28,000 elementary school students and 14,000 middle school students.
- Trained 19 C/SAT teams.
- Implemented the truancy reduction program in all 18 middle schools.
- Provided a summer and after-school program to 1,528 students.
- Implemented fully functioning mental health and quadrant liaison teams, which address the mental health and social behavior needs of students and their families in the schools. These teams are receiving referrals from principals, social workers, school psychologists, and C/SAT teams.
- Trained more than 350 early childhood teachers and parents in Second Step violence prevention strategies, which have reached 5,630 students in Denver. In addition, curriculum materials were distributed to 64 early childhood education sites, 26 of which received the materials in Spanish.
- Referred and provided services to 22 adolescent teen mothers and fathers in the Rocky Mountain Parents as Teachers program.
- Provided a summer athletic and remedial education program with special programming and small classes to 85 students at a school designed to serve youth on probation.

Denver also counts as one of its accomplishments the high degree of interest and participation maintained by all of the collaborative partners involved in the initiative. A retreat on visioning and team building was held early on in the project with the members of the Coordinating Council, Management Team, and staff. The Coordinating Council is responsible for providing overall direction for the initiative and is comprised of representatives from the Denver Public Schools, the Mental Health Corporation of Denver, the Denver Police Department, Sewall Child Development Center, Kempe Children's Center, Denver Juvenile Probation Department, the Mayor's Office of Education and Children, Denver Integrated Juvenile Justice Network, Denver Department of Human Services, and Denver Health, along with two parent representatives. The Management Team has representatives from the various groups involved in the initiative and is responsible for the implementation of the programmatic activities.

A Quadrant liaison and mental health clinician meet with C.W. Otto middle school principal.

Innovation

The truancy reduction program is one of Denver's most innovative projects. The initiative has supported the employment of nine truant officers, as well as a classroom-based para-professional for each middle school. In addition, the grant has provided funding to guarantee a full-time social worker in every middle school (with all social workers provided with computers to access student databases directly from their offices). School Attendance Review Boards, comprised of a collaborative group of teachers, administrators, a social worker, and community members, are in place in every middle school. This Board hears school attendance matters and assists in resolving issues that keep students from attending school.

Another innovative program supported by the SS/HS Initiative in Denver is the mental health program, which teams Mental Health Corporation of Denver clinicians with Denver Public Schools social workers to provide rapid response to referrals, case management, and assessment.

Overcoming Challenges

One of the challenges faced by the Denver Public Schools SS/HS Initiative is coordinating and supporting all of the collaborative partners in the vast array of programs being offered and services being delivered. The implementation of the Initiative requires close contact and regular meetings among the various players, as well as the support of the Coordinating

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Council and Management Team. It is also a challenge to extend services to other schools with the current staff and to maximize the dollars available. These goals are best accomplished through active participation of the school district and the Coordinating Council.

Teachers attend life skills curriculm training.

The Denver SS/HS Initiative plans to address the challenges by continuing to maintain an active Coordinating Council, involving more parents and the community, and encouraging continued participation at a high level. Another general strategy for success is to inform the community on a regular basis about the project and its impact on students, parents, and the surrounding community.

DES MOINES, IA—1999 GRANTEE

Overview

The Polk County, Iowa, Safe Schools/Health Students Initiative (SS/HS) is coordinated by the Des Moines Independent Community School District. Partners include six of the other eight school districts in the county and 15 community partners. The initiative addresses the critical needs identified in A Comprehensive Strategy for Polk County Youth, a plan of action that was developed to improve the quality of life for young people growing up in the county. The plan, which was developed by 100 individuals representing more than 50 organizations, provides a road map for youth services in Polk County for the next 20 years.

Primary goals of the initiative are to:

- Decrease alcohol, tobacco, and other drug use and violence through the development of a comprehensive drug and violence prevention curriculum for students of all ages in the seven participating school districts and increase parent involvement in all seven districts.
- Provide comprehensive mental health and social services to parents and families in the Des Moines Independent Community School District and the Southeast Polk Community School District through school-based intensive case management services, mental health clinician services, drug and violence prevention programming, school transitioning program, and Parents As Teachers programming.

A summer program offered to entering middle school students, assists them with making the transition from middle to high school by emphasizing peer group participation.

- Enhance childhood development through the provision of quality child care for high-risk children, child development training for in-home and center-based child care providers, and respite care for families in times of crisis or need through a single point of entry for clients.

Accomplishments

Due to the large number of school districts and community partners involved in the grant, the greatest overall accomplishment was ensuring that all of the grant-funded activities became operational during the first year. For example, the smaller school districts involved in the

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A school-based mental health clinician from Des Moines Child and Adolescent Guidance provides therapy to students.

grant each received a sum of money with which to implement a research-based prevention curriculum. Initially these school districts were unsure about how to identify and implement an appropriate curriculum and were fearful of the monitoring and reporting that might be required for a federal grant. However, a training sponsored by the project director's office and featuring speakers from the local comprehensive prevention agency, the state coordinator from Safe and Drug Free Schools and Communities, and others helped the districts learn about various curriculum options and allayed their fears about participating in grant activities.

Other first-year accomplishments included a steady increase in community use of the respite care system implemented through the grant, an increase in the use of child care slots provided through the grant, training for child care staff and in-home providers, and training about community mental health resources for elementary school counselors and nurses in the Des Moines School District.

Innovation

It is difficult to identify only one innovative strategy at this site, so three strategies are highlighted. First, the grant enabled the enhancement of on-site mental health services for students through the hiring of 6 mental health clinicians (4 in the Des Moines School District and 2 in the Southeast Polk Community School District). These clinicians are based in school buildings with high poverty levels, high mobility levels, and low academic achievement levels. Also available is funding for clinical mental health services for elementary students who may need mental health services but for which funding is not available from any other community resource.

Second, the Safe Schools/Healthy Students grant covers the cost of training for in-home child care providers in Polk County. Over 3,000 in-home child care providers will be trained over the course of the grant. In addition, grant funds will cover training costs for the staff of several inner-city child care centers to complete the 40-hour Child Development Associate training and/or obtain an Associate of Arts 2-year degree in Child Development. This training will substantially increase the quality of child care provided in Polk County.

Third, the Safe Schools/Health Students grant enables staff from human service agencies throughout the county to participate in Family Development Specialist Training. Through the training, up to 200 individuals each year will learn to implement the Family Development model, which supports and empowers families through family-based intervention strategies.

Overcoming Challenges

The two major challenges will be continuing a steady flow of information among the grant partners and starting to plan for sustainability after the grant ends. Grant partners will begin to pay considerable attention to building the support necessary to sustain the implementation of project strategies beyond the grant period. In addition, for those activities that are based in schools, finding adequate space for new staff and integrating prevention focused curriculum into existing academic curriculum will continue to be challenging.

Another challenge is maintaining a steady flow of information to and among grant partners in between quarterly meetings. One strategy to

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address this challenge will be the implementation of a weekly e-mail news update to which all partners can contribute.

Also, maintaining the viability of programs and activities beyond the Safe Schools/Healthy Students grant is a challenge. One strategy that is being considered is hosting a field trip for congressional staff so that they can see first hand the programs and activities funded by the SS/HS grant.

Regarding the challenges of school-based programming, the program will continue to advocate with building administrators regarding the need for private, confidential space for staff to meet with students and families. Three of the seven districts received Middle School Coordinators federal grants that will assist in the curriculum development for the middle schools.

LANSING, MI—1999 GRANTEE

Overview

The Lansing, MI Youth Violence Prevention Coalition, established in 1994, worked diligently to determine where there were gaps in delivery of services. The coalition developed strategies to close those gaps through funding from the Safe Schools/Healthy (SS/HS) grant. The coalition's members view the problems facing their youth from an integrated perspective, rather than as a group of isolated, concurrent projects. Joint projects and mutual referrals have proved successful in identifying and reaching out to at-risk children. The coalition continues to grow and evolve as new areas of support, such as members of the faith community, are recruited; there is also a concerted effort to include several student representatives in the decision-making group.

Adults and kids participate in the High Fields program to assist families in reducing truancy among children.

Accomplishments

Lansing has made rapid progress in meeting its first-year goals. The additional SS/HS funding has allowed many programs operating prior to the grant to expand services.

Students at a local middle school participate in peer mediation programs

- The Peace Connection Program achieved national recognition when it was implemented at Otto Middle School, and it was successful in redefining that school from the most violent to the safest school in the district. This program, which features peer mediation, staff training, and parent outreach, has now been established at every secondary school, thanks to SS/HS funding. Peer mediation programs, classroom presentations, and after-school programs served 15,000 students throughout the year. The Family Peace Backpack program proved especially successful, with 725 of the violence-prevention backpacks distributed among 31 of the 34 elementary schools, and a 95 percent positive participant feedback. These backpacks included a borrowed video and a bag of microwave popcorn, to encourage a family activity while learning about violence prevention methods.

- Another successful initiative has been the Parent/Young Child Program, which provides mental health services for children aged 2 to 5 including support and resources for their families and care providers. This year the program served 52 children and families. Jump Start, a program for new families beginning at the birth of a child and continuing through age 3, provided 49 babies and their families with parenting information and support during the first year of the SS/HS grant funding. None of the families enrolled in the Jump Start program have been identified as having reported abuse or neglect, and 100 percent of those children have received

age-appropriate immunizations and checkups as recommended. Community Mental Health's Student and Family Empowerment Program provided therapeutic services to 327 students and their families.

- Kindergarten readiness testing has been restored after a lengthy absence due to lack of funds. A kindergarten "round-up" session for 1,000 children who will be entering kindergarten included a take-home bag of materials: alphabet letters, number sets, shape sets, nursery rhymes, coloring book and crayons, and tips for the parents on preparing their children for kindergarten. This program was so successful that 1,500 kits will be produced and distributed in 2001. There is also a similar program to ease the anxiety of students entering middle school and high school. The students have an opportunity to visit the new school, receive a packet of information, and meet some of their older peers. An after-school community service program for 190 middle school students promotes healthy peer relations.

- The Attendance Advocacy Program sponsored by Highfields, Inc., guides elementary students and their families in developing a Contract for School Success, which is designed to improve school attendance. During the 1999-2000 school year, 410 students and their families participated in this program, and 86 percent of these students improved their attendance after completing the service. Also, according to Woodcreek Elementary School Principal Pat Little, "Students that were tardy day after day are now arriving on time."

- In the area of public safety, during the first year of the project, one additional school resource officer was hired, and all officers received training in crisis response, cultural diversity, conflict resolution, and drug abuse intervention. Closed circuit television surveillance was installed in the first of seven secondary schools, with the other six to follow later in the project timetable. In the five months since the cameras were installed, there has been a 50 percent reduction in physical assaults, larcenies, and trespassing at that school, and a 30 percent reduction in property damage.

- More than 1,700 staff members have received training on such topics as conflict resolution, bully-proofing schools, the peer mediation process, and de-escalation of violent situations. Staff includes not only teachers and administrators, but also school janitors and bus drivers. Skits and outrageous costumes lightened the topics and brought home the importance of the message. Take-home bags were presented to the participants to remind them of the lessons learned in the workshops.

Students participate as peer mediators and promote the spirit of diversity among the students.

The media have been a major force in enlightening the community to the SS/HS Initiative's goals and accomplishments. Thanks to a partnership with AT&T, the coalition was able to produce a 15-minute documentary video to demonstrate the goals and how they will be implemented. This innovative strategy proved so successful they are planning future videos on parenting and other topics. The television and print media have been very cooperative in covering events and activities highlighting the successes of the programs.

Perhaps the greatest asset to the Lansing SS/HS Initiative, however, is the tremendous group of volunteers who have spent many hours assembling kits, working with youth, participating on committees, and stepping forward whenever a situation calls for a helping hand.

The biggest challenge in the upcoming year is ensuring the sustainability of the programs when the SS/HS funding ends. Every new program is implemented with the underlying question: how can this program become a permanent one?

DESCHUTES COUNTY, OR —1999 GRANTEE

Overview

The programs and activities carried out through the Safe Schools/Healthy Students Initiative (SS/HS) in Deschutes County, Oregon are the work of a coalition made up of the Safe Schools Alliance (SSA) and the Family Access Network (FAN). The project serves three law enforcement jurisdictions, three school districts, and 35 schools. Activities are designed to achieve four goals:

- To integrate law enforcement within the school environment.
- To integrate access to health and social services for students and their families.
- To integrate student mental health services.
- To inform the community about the activities of the coalition.

Improved access to services is of particular importance to the members of the coalition. Services have been available in the past; however, the SS/HS grant has enabled the three participating school districts to develop and implement a coherent system to improve access to these services. The services are provided in an accessible location by trained staff who can refer students to the health and social services that can best meet their needs.

FAN advocate discusses the Oregon Health Plan and available parenting classes with a parent.

Accomplishments

After the first year of operation, the coalition has made strides in implementing the SS/HS grant. All schools in the three participating districts now have access to the services of mental health professionals at least one day a week and a family advocate who serves as a liaison and social worker to help the families access needed services. With the help of the students, the SSA created a video and brochure containing information about SSA activities. The brochure is being distributed by the project staff to all students in the three districts, and each school building and each coalition partner will receive a copy of the video at the beginning of the 2000-2001 school year. The SSA also developed a cadre of trainers who provide training on nonviolent crisis intervention, such as techniques for deescalating potentially violent behavior and managing violent behavior. During the 2000-2001 school year, the trainers will conduct workshops for all school staff, law enforcement officers, and partner agencies.

The Crisis Prevention Instructor Program—offered to professionals, including law enforcement officers, school personnel and mental health therapists—provides training to school and partner agency personnel for the next three years.

Innovation

The Family Access Network (FAN) began five years ago to provide school-based family advocates on a very small scale. Since then, with the help of the SS/HS grant, the network has established FAN sites in all participating schools. The schools provide the facilities-most FAN sites are located in private offices. The family advocates work with the site-based management teams to provide programs, information, referrals to health and mental health services, parent and family training, positive youth development opportunities, connections to the community, services to targeted populations, and alternative learning opportunities beyond the school day. Advocates have the flexibility to do what needs to be done to help the families. Advocates receive two days of intensive training on their role and constant support and additional training through a variety of systems.

Little Steps is a preschool program that is an innovative adaptation of the popular First Step program for kindergarten students. Like First Step, Little Steps is an early intervention program designed to divert antisocial children from a path leading to adjustment problems, school failure, and interpersonal violence. Teachers learn how to implement game-like activities that involve all of the classmates of those students referred to the program. The activities reward appropriate behavior and help the targeted students internalize those appropriate behaviors. Families of the Little Steps students also receive parenting training and consultation to reinforce the behavior modification carried out in the school. Under the SS/HS grant, the First Step model has been adapted for use with preschool students. Little Steps has been implemented in both of the early childhood centers in the county. The program adaptations accommodate the less structured environment of preschools and the need for preschoolers to receive more immediate feedback and reinforcement.

Overcoming Challenges

Maintaining momentum and ensuring sustainability will be important challenges for the project during the 2000-2001 school year. The size of the SS/HS grant, with respect to the relative size of the communities it serves, is considerable. As a result, the coalition members will pay close attention to building the support necessary to sustain the implementation of the project strategies beyond the grant period.

"Working together is our strength—it has become the way to do business here." The coalition strongly believes that collaboration and communication are the best strategies for overcoming challenges. The partners that make up the coalition have a long history of good working relationships, which have proven to be effective tools in overcoming the challenges that arise. For example, when school resource officers first started working in schools, the coalition became a means by which these communities could meet, discuss the issues, and develop a better understanding of each other's point of view.

NEWPORT, RI—1999 GRANTEE

Overview

The Newport, Rhode Island Safe School/Healthy Students Initiative (SS/HS) includes the Women's Resource Center, New Visions, Child and Family Services, Stopover Services of Newport County, Inc., Newport County Community Mental Health Center, Inc., the Salvation Army, Sullivan School Family Center, the Visiting Nurse Service, Newport Hospital, and the Newport Public Schools.

A nurse pays a home visit to a mother and her newborn for the early childhood psychosocial and emotional development services.

Accomplishments

Thanks to SS/HS funding, Newport has been able to accomplish a great deal in the past year.

- Stopover Services of Newport County, Inc., was able to expand recreational programs as alternatives to substance abuse and violence during the school year. The programs included such activities as dance, creative writing, youth theatres, and a visual arts program that included a field trip to the Newport Art Museum and a youth art exhibition at the Newport Art Museum as part of Newport's Winter Festival.
- A pilot evening childcare program from 6 to 9 p.m., which opened in March. The program served elementary school-aged children at the Salvation Army building, and it included transportation from all six after-school sites.
- The Peace Promotion Program was expanded to reach all elementary and middle schools. Other safety initiatives have included the establishment of a Juvenile Hearing Board and a TIPS hotline set up through the Newport Police Department. Fifteen administrators and teachers participated in mediation training.
- Several agencies increased their professional staff to serve the youth of the community. The Women's Resource Center hired an additional clinician for the "Children Who Witness" program, to provide psychosocial and emotional development services to children who have witnessed domestic violence. Three additional Family Service Coordinators were hired to address family needs

Educational reform summer camp reading program at the Salvation Army. Children listen to a reading of a children's book.

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and linkage to community resources, allowing each elementary school to have a full-time Family Service Coordinator.

- Working with the local hospitals where 95 percent of the community's births take place, the public health component of the coalition has increased the core network to identify at-risk families and to develop culturally appropriate services for those families and for high-risk mothers prior to giving birth.

Innovation

Perhaps the most innovative of Newport's strategies has been the establishment of mini-grants, including grants for 30 reading tutors, for summer reading programs. These programs were conducted in conjunction with recreational activities through the Boys and Girls Clubs, Dr. Martin Luther King, Jr. Community Center, the Salvation Army, the Sullivan School Family Center, and the Volunteers in Newport Education. Pre- and post-testing of students participating in the reading program will provide feedback as to the success of continuing literacy initiatives throughout the summer months. The New Ventures Program for Rogers High School and the Newport Alternative School also expanded their services to include a summer program on substance abuse prevention and job skills/career planning for youth of color.

Overcoming Challenges

Developing a local evaluation for the SS/HS Initiative, and addressing the Newport Public Schools safe schools policies and practices are challenges. To meet these challenges, SS/HS is planning a series of training workshops during the upcoming year to look at Newport Public Schools policy and to improve safety awareness in the schools. The local evaluation component will be addressed in September through a training session to identify areas within the six elements of the SS/HS Initiative that require in-depth analysis, and to develop a strong local evaluation design for the project.

GEORGETOWN, TX—1999 GRANTEE

Overview

The 3-year-old Georgetown Project (TGP) developed the initial interfaces, cooperation, and infrastructure needed to successfully apply for the Safe Schools/Healthy Students (SS/HS) grant. When the grant was awarded to Georgetown Independent School District (GISD), relationships with community partners through TGP were already in place. By January 2000, all services were functioning and available for students, families, and service groups. Bringing these services together under one roof has been a key factor in the success of the project to date. Today, the facility is known as the Family Resource Center. Through the combined efforts of TGP and the district, the Family Resource Center was established in an old elementary school, co-locating a variety of family and youth services. This facility was set up to house all of the grant-funded activities plus other family and youth services. Included in the Family Resource Center are the SS/HS staff, mental health agency staff, a resource and lending library of preschool educational books and toys, Big Brothers/Big Sisters, a truant officer and juvenile probation officer, court appointed special advocates, pilot parents, and a parent network program. This has greatly facilitated and expedited the delivery of services to students and their families.

Accomplishments

Services provided by the grant are based on a clear assessment of needs in the schools and community. The SS/HS grant further expanded and cemented the relationship between the Georgetown Project, GISD, and community agencies. These relationships enabled them to "hit the ground running" when the grant was awarded. With grant funding, they have been able to provide mental health resources to students that simply were not previously available. Counselors, family service coordinators, and a psychiatrist are now available. They can coordinate and apply multiple resources quickly and efficiently. Their goals for the first year for the number of youth and families served have all been exceeded. The school resource officers are in place on the campuses, and the truant officer was able to bring more than 100 students back into class. A complete security and safety audit of the district has been completed, and recommendations are now being implemented.

School resource officers build friendly relationships and partnerships with students by providing instruction and other educational services to create a safer school environment.

One example of success is the story of a mother and her three children who were displaced and living in Georgetown. The truant officer found the kids playing during the school day and brought the mother and children to the Family Resource Center. Within one day, the mother had a job, the family had a place to stay, and the children were registered and had clothes to wear to school.

A high school senior is another success story. "I was not always a model kid," he says. Then he attended the National Search Institute conference in Denver and found a model for leadership that encouraged him to become involved in a positive way. Today he is a leader in the community.

Having the Georgetown Project in place has been a major contributor to success. The community coalition had already been developed, and while it has been expanded significantly through the grant, it was able to start on a very solid foundation.

A new evaluation process is now being implemented—Journey Mapping (developed by Dr. Barry Kibel, Pacific Institute for Research and Evaluation, North Carolina)-to help gauge the success of the implemented programs. This will allow for the collection of not only the statistical measures and indicators, but also the human anecdotes and stories of how the numbers were achieved.

The Family Resource Center has also been a major contributor to the success of the Georgetown Project. Having a center that brings together all the major services in the community has created a positive relationship among the agencies. Service providers, law enforcement, and school staff work closely to provide comprehensive services to the students, families, and community of Georgetown.

Students attend a summer camp focused on learning leadership and peer counseling skills to curtail the drug and alcohol abuse among their peers.

Overcoming Challenges

One challenge is to retrofit school buildings that were not designed with security in mind, and to provide administration, staff, and faculty with ongoing training on what is needed in terms of physical plant and procedures. To meet this challenge, a full security audit of the district was conducted, and recommendations are now being implemented. One specific recommendation was to create a new position, District Security Director. The SS/HS project director will temporarily cover this position until it becomes a permanent, district-funded position by the end of the grant.

The project staff is working to identify data needs and develop a user-friendly data management system. They are also attempting to develop a fully integrated K-12 health curriculum and implement it in a teaching schedule that is already overloaded. A master plan for the overall curriculum is currently being developed, and once it is approved, the district will identify resources and train teachers.

The community is growing rapidly and becoming more diverse. Developing the skills to manage a much larger district and a more diverse student population will continue to be a challenge.

Fathers and their children are attending a Saturday event aimed at changing the culture of the schools.

Chapter 3

School Discipline: Policies and Practices

Each year, the Annual Report on School Safety has developed a section of special interest. In the 1998 report we reported on actions communities could take to make schools safe, and in the 1999 report we reported on school crime and disorder in other countries. For the 2000 report we have chosen to focus on the issue of school discipline policies, specifically suspensions and expulsions. Data show a substantial increase over at least the last 25 years in the number of students suspended and long-standing disparities in student suspensions by race. Whatever the cause, these trends raise important concerns. It is our hope that this chapter will lead to a better understanding of the issue and of actions that can be taken to improve school safety while reducing the number of students suspended or expelled.

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BACKGROUND

The establishment and enforcement of sound and equitable discipline policies is essential for creating and maintaining safe, disciplined, and drug-free schools. School discipline policies should be part of a larger effort to build constructive, orderly learning environments in which all teachers can teach effectively and all children can achieve high educational standards. Sound and equitable school discipline policies are those that:

- Focus on prevention and are coordinated with prevention strategies and other education programs;
- Apply to all students;
- Are enforced consistently and equitably;
- Are clear and understandable;
- Are developed with the participation of school staff, students, and parents;
- Are broadly disseminated;
- Ensure due process is provided;
- Are consistent with applicable Federal, State, and local laws, including the Individuals with Disabilities Education Act;
- Ensure teachers are adequately trained to manage their classrooms effectively; and
- In cases where students are suspended or expelled from school, provide appropriate supervision, counseling, and educational services that will help those students meet the educational standards of the State.

To be effective, school discipline policies cannot be created and implemented in isolation. They need to be part of a comprehensive strategy including other efforts, such as drug and violence prevention programs, early childhood

Serious Offenses Need Strong and Fair Responses

As a part of a broader prevention and discipline strategy, school districts will need to respond to serious offenses that may be committed by students. An example of an appropriate policy response to serious offenses by students, such as bringing firearms to school, is embodied in the Gun-Free Schools Act (GFSA). Under GFSA, each state receiving federal funds under the Elementary and Secondary Education Act (ESEA) must have a state law that requires all local education agencies (LEAs) in the state to expel from school for at least on year any student found bringing a firearm to school State laws must also authorize the LEA's chief administering officer to modify any such expulsions on a case-by-case basis. The GFSA also requires that it be construed in a manner consistent with the Individuals with Disabilities Education Act. In its reauthorization proposal for the ESEA, the Administration would require that suspended or expelled students (including those expelled under the GFSA) receive appropriate supervision, counseling, and educational services that will help those student s meet the educational standards of the state.

The GFSA policy includes important elements that are part of an appropriate response to a serious offense. It prescribes a very serious sanction, but it limits this strategy to a very serious student violation and provides discretion to local officials on a case-by-case basis. The Administration's reauthorization proposal also recognizes that denial of educational and other needed services should not be used to punish unacceptable student conduct.

"[W]e propose that all school districts have "sound and equitable discipline policies." Children should, when suspended or expelled, receive "appropriate supervision, counseling and educational services so they can meet state standards." ...I urge Congress to make this change. It ought to be a basic American principle that no student should be punished by being denied an education." [Statement by Secretary Richard W. Riley, December 8, 1999]

education, family strengthening programs, school security and law enforcement efforts, mental health assessment and referral, and education reform efforts. Further, effective school discipline policies must balance accountability-ensuring that every student is held accountable for his/her actions-with responsibility-ensuring that suspended and expelled students are provided with appropriate educational services needed to promote their educational development and to prevent them from failing or dropping out of school. In addition, students who are suspended or expelled should receive counseling and supervision to ensure that suspensions and expulsions do not increase the risk of students engaging in inappropriate activities, and to help students reintegrate into the school community.

Finally, school discipline policies must be consistent with Federal civil rights laws—developed and administered in a manner that does not discriminate based on race, national origin, gender, or disability.

The data show that suspension rates have increased substantially over the last 25 years and that there are sizeable disparities in suspensions and expulsions by race. Whatever the cause of the increase and disparities, they raise important concerns. To the extent the increase in suspensions reflects an increase in student misconduct, it highlights the need to promote sound discipline policies designed to enhance school safety and prevent misconduct before it occurs. To the extent the increase in suspensions reflects an increase in the use of suspensions for conduct that previously would not have resulted in such action, it raises concerns for the students who are being more readily excluded from the educational program. Finally, to the extent racial disparities in suspension and expulsion rates result from either different treatment of minority students relative to other students for similar offenses or the implementation of policies that have an unjustified disparate impact by race, they raise important civil rights concerns. Disparity in outcome alone does not equal discrimination, but a significant disparity triggers the need for further inquiry to ensure that a given policy is in fact nondiscriminatory.

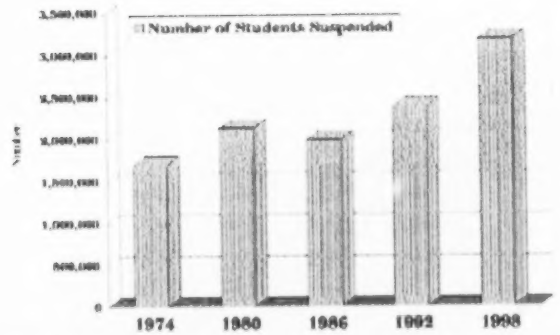
DATA

The data for this section of the Annual Report were collected by the Department of Education, Office for Civil Rights (OCR). The data were collected as part of OCR's Elementary and Secondary School Civil Rights Compliance Reports, which survey schools and school districts on a variety of civil rights issues. The survey has been conducted approximately every two years since 1968. Information on suspensions has been collected since 1974, and information on expulsions has been collected since 1998. The data in the Report are national projected values based on survey results.

Significant numbers of students are suspended, and this number is increasing.

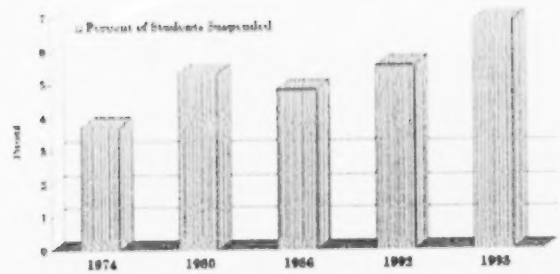
Suspension rates have been increasing steadily since data were first collected in 1974. In 1974, approximately 1.7 million students (or

Figure 32: Number of Students Suspended, 1974, 1980, 1986, 1992, and 1998



Source: Office of Civil Rights, Elementary & Secondary School Civil Rights Compliance Report
Note: The data in this figure are national projected values based on survey results.

Figure 33: Percentage of Students Suspended, 1974, 1980, 1986, 1992, and 1998



Source: Office of Civil Rights, Elementary & Secondary School Civil Rights Compliance Report.
Note: The data in this figure are national projected values based on survey results.

3.7% of all students) were suspended at least once for one day or more. In 1998, that number had risen to approximately 3.1 million students (or 6.9% of all students) (see Figures 32 and 33). This increase has been experienced by all racial groups (see Figure 34.)

There are long-standing disparities in suspensions by race.

The data show consistent disparities in suspension rates among certain racial and ethnic groups (see Figure 34), especially among African-American male students. In 1974, African-American students made up approximately 15 percent of student enrollment, but they made up approximately 29 percent of the students who were suspended. In 1998, African-American students accounted for approximately 17 percent of student enrollment, but approximately 31 percent of the students who were suspended. This disparity is particularly acute among African-American male students, who comprise approximately 9 percent of student enrollment but made up approximately 21 percent of students who were suspended in 1998. It is also important to note that for each racial group, males make up the majority of suspensions (see Figure 36.)

Smaller percentages of students are expelled, but there are disparities here as well.

Expulsion is utilized much less frequently than are suspensions. Approximately 87,000 students were expelled in 1998 (0.2 percent of all students). During the 1997-1998 school year, a small number of these students (3,523) were expelled for bringing a firearm to school (see Figure 10). The disparity found in suspensions is also found in expulsions. In 1998, African-American students accounted for approximately 17 percent of student enrollment, but approximately 31 percent of the 87,000 students who were expelled. (see Figure

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"Giving up on troubled young people makes for a missed opportunity-they deserve more than being dismissed or ignored. Strong alternative programs and strategies such as these funded [by ED] can reduce the factors that lead young people into poverty and crime and encourage them to stay in school, graduate and become productive members of society." [Secretary Riley, Press Release, August 10, 2000]

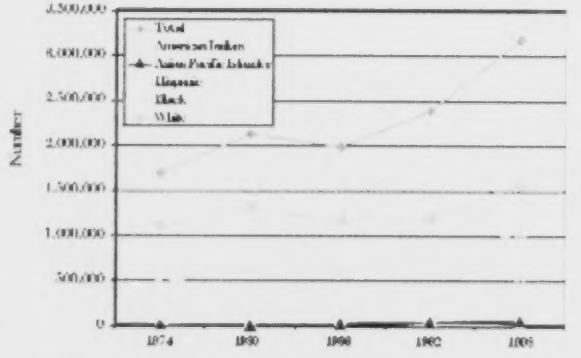
35.) This disparity is particularly acute among African-American male students. African-American male students comprise approximately 9 percent of student enrollment, but who made up approximately 23 percent of expulsions.

Actions are being taken.

The U.S. Department of Education is aware of the negative impact that suspensions and expulsions can have on an individual student and on the community, and is working to promote school safety and the development of sound and equitable discipline policies. This requires actions in a number of areas, including development of effective prevention and early intervention programs; leadership; parental support; teacher training; identification of model policies; comprehensive data collection; and vigorous enforcement of civil rights laws. Accordingly, ED has engaged in several activities, including the following:

- *Reauthorization of the Elementary and Secondary Education Act:* Title XI would require State Education Agencies to have a policy that requires its local educational agencies to have in place and implement sound and equitable discipline policies, in order to ensure a safe, orderly, and drug-free learning environment in every school.
- *Model School Discipline Policy Manual:* The National School Boards Association in partnership with ED, is developing a School Discipline Policy Manual for school officials. The manual will include an overview of key policy development practices, expert commentary on policy content, and case studies of discipline policies and practices that have been found to be effective.
- *Discretionary Grant Program on Alternative Strategies to Reduce Student Suspensions and Expulsions and Ensure Educational Progress Program:* ED provided more than $10 million of funding to support 16 school districts and other nonprofit groups create effective alternative programs that can help reduce or prevent suspensions and expulsions in schools and help

Figure 34: Percentage of Students Enrolled and Suspended, by Race-Ethnicity: 1998



Source: Office of Civil Rights, Elementary & Secondary School Civil Rights Compliance Report

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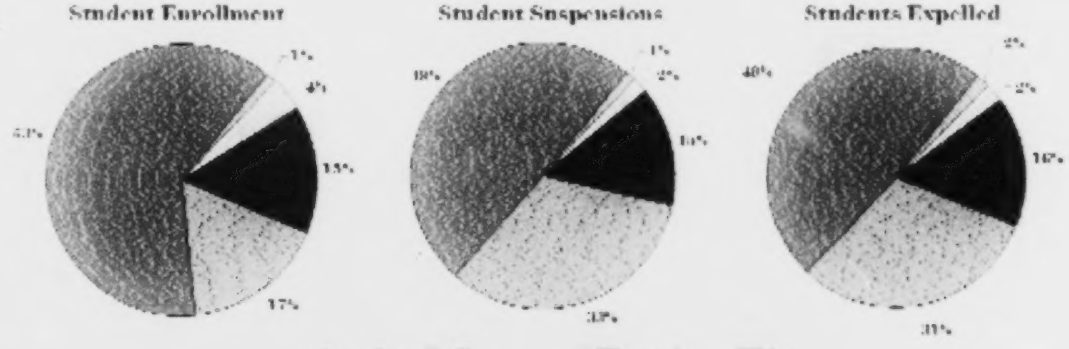
educate students who have been suspended or expelled.

- *Comprehensive Data Collection:* ED has expanded its data collection and analysis efforts in the area of suspension and expulsion. OCR began in 1998 to collect and analyze expulsion data and plans to collect additional data regarding the extent to which student expulsions result from zero-tolerance policies and/or result in the cessation of educational services to students.

- *Enforcement of Civil Rights Laws:* OCR is working to promote educationally sound, legally appropriate discipline policies. Over the past five years, for example, OCR has received and resolved hundreds of complaints alleging discrimination in student discipline. OCR has also initiated dozens of compliance reviews regarding school discipline policies and has provided technical assistance to several states and school districts. OCR monitors its agreements to ensure they are fully implemented. In 1999 alone, OCR's efforts resulted in changes in hundreds of student discipline policies, bringing about positive change for more than 100,000 students.

In addition to the above activities, ED has supported a variety of programs that connect students to their schools and to adults, and that offer students hope and opportunities. Programs such as the 21st Century Community Learning Centers, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Safe Schools/ Healthy Students, and Class Size Reduction all have the potential of promoting teaching and learning and decreasing the need for suspensions and expulsions.

Figure 35: Percentage of Students Enrolled, Suspended, and Expelled by Race-Ethnicity: 1998



Source: Office of Civil Rights, Elementary & Secondary School Civil Rights Compliance Report
Note: The data in this figure are national projected values based on survey results.

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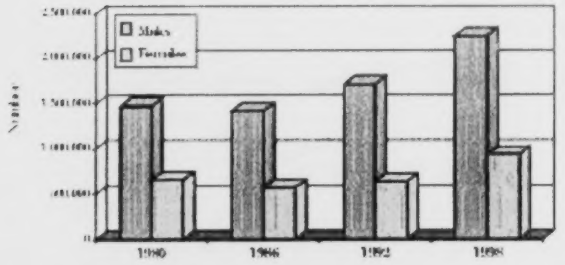
CASE EXAMPLE

In 1997, the Office for Civil Rights (OCR) received a complaint alleging discrimination in the implementation of a Delaware school district's discipline policies and procedures. OCR investigated, and found that African-American students were suspended and expelled at a higher rate than non-minority students in the district's schools. The existence of such a disparity does not constitute discrimination in and of itself, but it warranted further OCR involvement, consistent with Federal civil rights laws to ensure that the policies and practices were not discriminatory.

During OCR's investigation, the district expressed an interest in reviewing and revising its discipline policies. OCR reached a resolution agreement with the district in which the district agreed to provide staff training and revise its disciplinary procedures. As part of the agreement, each school in the district developed a School Improvement Plan with the goal of reducing and closing the gap in suspensions and expulsions. The School Improvement Plan includes areas such as: staff development regarding student discipline; sharing of promising practices for prevention and intervention; dissemination of the Student Code of Conduct to all staff, students, and parents; training for staff and students on appropriate conduct and penalties; periodic analysis of student discipline referrals by teachers; and teacher training on equitable referral processes. In addition, the school district established discipline committees in each school and a Community/School Partnership Group to advise the Board of Education on discipline matters.

As a result of these strategies, between the 1998-1999 and 1999-2000 school years there was more than a 20 percent decrease in the number of African-American students who received disciplinary referrals and suspensions.

Figure 36: Number of Students Expelled by Gender 1980, 1986, 1992 and 1998



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Chapter 4

Resources: Agencies, Organizations, Web Sites, and Contact Information

The non-Federal organizations and resources listed here are not exhaustive, nor is their inclusion intended as an endorsement by the U.S. Departments of Education or the U.S. Department of Justice. Rather, these listings are intended to assist schools and communities in developing and enhancing comprehensive school safety plans.

FEDERAL RESOURCES

U.S. Department of Education

400 Maryland Avenue SW
Washington, DC 20202

www.ed.gov

Safe and Drug-Free Schools Program

www.ed.gov/offices/OESE/SDFS

The Safe and Drug-Free Schools Program is the Federal government's primary vehicle for reducing drug, alcohol, and tobacco use and violence, through education and prevention activities in our Nation's schools.

Regional Education Laboratories

www.nwrel.org/national

This Web site provides a map of links to all ten Regional Education Laboratories supported by the U.S. Department of Education to provide technical assistance to educators.

Office of Correctional Education (OCE)

www.ed.gov/offices/OVAE/OCE

In April 1991, the U.S. Department of Education created a new office to provide national leadership on issues in correctional education. OCE provides technical assistance to States, local schools, and correctional institutions and shares information on correctional education.

Office of Special Education Programs (OSEP)

www.ed.gov/offices/OSERS/OSEP/index.html

OSEP provides leadership and fiscal resources to assist State and local efforts to educate children with disabilities, in order to improve results for those children and to ensure equal protection of the law.

U.S. Department of Justice

950 Pennsylvania Ave NW
Washington, DC 20530-0001

www.usdoj.gov

National Criminal Justice Reference Service (NCJRS)

www.ncjrs.org

NCJRS is one of the most extensive sources of information on criminal and juvenile justice in the world, providing services to an international community of policymakers and professionals. NCJRS is a collection of clearinghouses supporting all bureaus of the U.S. Department of Justice, Office of Justice Programs.

National Institute of Justice

www.ojp.usdoj.gov/nij

The National Institute of Justice is the research and development arm of the U.S. Department of Justice. Created by Congress in 1968, the Institute is authorized to support research, evaluation, and demonstration programs, development of technology, and both national and international information dissemination.

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

www.ojjdp.ncjrs.org

OJJDP's mission is to provide national leadership, coordination, and resources to develop, implement, and support effective methods of preventing juvenile victimization and responding appropriately to juvenile delinquency. This is accomplished through prevention programs and a juvenile justice system that protects the public safety, holds juvenile offenders accountable, and provides treatment and rehabilitative services based on the needs of each juvenile.

Office of Community Oriented Policing Services (COPS)

www.usdoj.gov/cops

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Established under the Public Safety Partnership and Community Policing Act of 1994, COPS has four primary goals: to increase the number of community policing officers on the beat by 100,000; to promote the implementation of department-wide community policing in law enforcement agencies across the country; to help develop an infrastructure that will institutionalize and sustain community policing after Federal funding has ended; and to demonstrate and evaluate the ability of agencies practicing community policing to significantly improve the quality of life by reducing the levels of violence, crime, and disorder in their communities.

U.S. Department of Health and Human Services

200 Independence Avenue SW.
Washington, DC 20201

www.hhs.gov

Substance Abuse and Mental Services Administration (SAMHSA)

www.samhsa.gov

SAMHSA's mission within the Nation's health system is to improve the quality and availability of prevention, treatment, and rehabilitation services to reduce illness, death, disability, and cost to society from substance abuse and mental illnesses.

Center for Substance Abuse Prevention (CSAP)

www.samhsa.gov/csap/index.html

CSAP, a SAMHSA program, provides national leadership in the Federal effort to prevent alcohol, tobacco, and illicit drug problems.

Center for Mental Health Services (CMHS)

www.samhsa.gov/cmhs

CMHS, a SAMHSA program, provides national leadership to prevent and treat mental disorders; improve access and promote high-quality services for people with, or at risk for, these disorders; and promote improvement of mental health for all Americans and rehabilitation services for individuals with mental illness.

National Institute of Mental Health (NIMH)

www.nimh.nih.gov

NIMH conducts and supports research nationwide on mental illness and mental health, including studies of the brain, behavior, and mental health services. NIMH is the foremost mental health research organization in the world, with a mission dedicated to improving the mental health of the American people; fostering better understanding of effective diagnosis, treatment, and rehabilitation of mental and brain disorders; and supporting research on interventions to prevent mental illness or to reduce the frequency of recurrent episodes of mental illnesses and their disabling consequences.

National Institute on Drug Abuse (NIDA)

www.nida.nih.gov

NIDA's mission is to lead the Nation in bringing the power of science to bear on drug abuse and addiction. This charge has two critical components. The first is the strategic support and conduct of research across a broad range of disciplines. The second is to ensure the rapid and effective dissemination and use of the results of that research to significantly improve drug abuse and addiction prevention, treatment, and policy.

Centers for Disease Control and Prevention, Division of Adolescent and School Health (DASH)

www.cdc.gov/nccdphp/dash

DASH's mission is to identify the highest priority health risks among youth, monitor the incidence and prevalence of those risks,

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implement national programs to prevent risks, and evaluate and improve those programs.

Centers for Disease Control and Prevention, Division of Violence Prevention

The Division of Violence Prevention in CDC's National Center for Injury Prevention and Control has four priority areas for violence prevention: youth violence, family and intimate violence, suicide, and firearm injuries.

Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB)

MCHB is charged with the primary responsibility for promoting and improving the health of the Nation's mothers and children, including families with low income levels, those with diverse racial and ethnic heritages, and those living in rural or isolated areas without access to care.

Health Resources and Services Administration (HRSA), Bureau of Primary Health Care (BPHC)

BPHC promotes and establishes school-based health centers as an effective way to improve the health of vulnerable children and adolescents.

Office of National Drug Control Policy

The ONDCP is charged with establishing policies, priorities, and objectives for the Nation's drug control programs, the goals of which are to reduce illicit drug use, manufacture, and trafficking; drug-related crime and violence; and drug-related health consequences.

Online Federal Documents

1998 Report to Congress: Juvenile Mentoring Program (JUMP)

This document describes individual JUMP grants and intervention models implemented in communities, and presents information on the youth being served, their volunteer mentors, and the nature of their mentoring relationship. It examines initial evaluation findings and some promising indicators of success, and presents anticipated directions for future mentoring and mentoring-related activities.

1999 Annual Report on School Safety

The 1999 Annual Report on School Safety is the second in a series of annual reports which detail the nature and scope of school crime and violence and provide information on model programs, resources, and steps that schools and communities have taken to create and maintain safe learning environments.

Addressing Community Gang Problems: A Practical Guide

This report provides guidelines for agencies and community groups to develop individualized responses to local gang problems. It provides a foundation for understanding the diverse nature of gangs, the problems they pose, and the two analytical models for addressing gang-related problems. The document discusses gang involvement in drugs and violence, gang graffiti, assessment of gang problems, strategic planning to assess these problems, civil and criminal remedies, and ways of evaluating anti-gang efforts.

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Child Development/ Community Policing: Partnership in a Climate of Violence

This document describes a unique collaborative program between the New Haven, CT Department of Police Services and the Child Study Center at the Yale University School of Medicine that addresses the psychological impact of chronic exposure to community violence on children and families. This program serves as a national model for police-mental health partnerships across the country.

Combating Fear and Restoring Safety in Schools

This publication focuses on the national effort to reach youth who are absent or truant from school because of school-associated fear and intimidation.

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings

This reference tool offers both basic information and experts' experience to assist educators and other youth-serving professionals in building effective conflict resolution education programs. The guide is based on a shared vision that youth of all ages can learn to deal constructively with conflict and live in civil association with one another.

Early Warning, Timely Response: A Guide to Safe Schools

This guide offers research-based practices designed to assist school communities identify warning signs early and develop prevention, intervention, and crisis response plans.

Keeping Young People in School: Community Programs that Work

This publication highlights dropout prevention initiatives, with a particular focus on the Communities in Schools (CIS) initiative and its evaluation conducted by the Urban Institute.

Manual to Combat Truancy

This manual offers parents, school officials, law enforcement agencies, and communities a set of principles to design their own strategies to combat truancy. It describes successful models of anti-truancy initiatives in communities across the nation.

Mentoring-A Proven Delinquency Prevention Strategy

The results of an independent evaluation of the Nation's oldest and largest mentoring program, Big Brothers/Big Sisters of America, are presented here. The study found that mentored youth were less likely to start using drugs or alcohol, were less assaultive, skipped fewer days of school, and had better relationships with their parents and peers than similar youth without mentors.

Preventing Crime: What Works, What Doesn't, What's Promising

This document contains a review of more than 500 program impact evaluations and identifies what works, what does not, and what is promising in crime prevention.

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Preventing Drug Use among Children and Adolescents

www.nida.nih.gov/Prevention/Prev1.html

This publication is designed to provide important research-based concepts and information to assist in developing and carrying out effective drug abuse prevention programs. The question-and-answer guide presents an overview of the research on the origins and pathways of drug abuse, the basic principles derived from effective drug abuse prevention research, and the application of research results to the prevention of drug abuse among young people

Prevention of Serious and Violent Juvenile Offending

www.ncjrs.org/pdffiles1/ojjdp/175723.pdf

This document describes some developmental precursors to serious and violent juvenile offending and outlines effective approaches to prevention of such offending. It describes family-, parent-, and child-focused prevention programs and offers examples of well-designed intervention programs.

Principles of Drug Addiction Treatment—A Research-based Guide

www.nida.nih.gov/PODAT/PODATIndex.html

This publication outlines thirteen proven effective components of successful drug addiction treatment programs. It includes answers to frequently asked questions concerning drug addiction treatment programs, and it describes several programs geared to the treatment of adolescent substance abusers.

Reaching Out to Youth Out of the Education Mainstream

www.ncjrs.org/pdffiles/163928.pdf

This bulletin describes a new effort to reduce the number of juveniles who leave school prematurely and who are at risk of delinquency because they are truants or dropouts, afraid to attend school, suspended or expelled, or in need of help to be reintegrated into their mainstream school from the juvenile justice system. This Bulletin introduces a series of OJJDP Bulletins focusing on effective programs and innovative strategies to reach these children.

Safe, Drug-Free, and Effective Schools for All Students: What Works

www.air-dc.org/cecp/resources/safe&drug_free/pdf/Safe&DrugFree_PDF

The goal of the project was to learn about schools that managed to reduce discipline problems and improve the learning and behavior of all students, including those with disabilities. This report reflects the results of three site visits.

Safeguarding our Children: An Action Guide: Implementing Early Warning, Timely Response

www.ed.gov/offices/OSERS/OSEP/ActionGuide

This document shows schools how to develop and carry out a violence prevention and response plan that can be customized to fit each school's particular strengths. The guide presents strategies that schools have used successfully to create and implement violence prevention plans, provides examples of sound practices and programs, and offers suggestions on recognizing, reporting, and using early warning signs effectively.

School and Community Intervention to Prevent Serious and Violent Offending

www.ncjrs.org/pdffiles1/ojjdp/177624.pdf

This bulletin describes school and community interventions that have been shown to reduce risk

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factors for drug abuse and serious and violent juvenile offending. The document examines five types of school interventions and eight types of community interventions.

Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs

www.ncjrs.org/pdffiles/163705.pdf

This guide provides basic information on the Family Educational Rights and Privacy Act (FERPA) for elementary and secondary education professionals and those involved in the delivery of services to juveniles, including students involved in the juvenile justice system.

Truancy: First Step to a Lifetime of Problems

www.ncjrs.org/pdffiles/truancy.pdf

Truancy is a major problem in this country, both for youth and society. This document highlights seven communities whose truancy reduction programs are achieving good results through innovative approaches that involve schools, law enforcement, families, businesses, judicial and social service agencies, and community and youth service organizations.

Violence After School

www.ncjrs.org/pdffiles1/ojjdp/178992.pdf

This document describes the time patterns of crimes committed by juveniles, which tend to peak in the hours immediately after the close of school. In addition, it presents data on the time distribution of violent crimes against juveniles, which also occur most frequently during the after-school hours.

Working for Children and Families: Safe and Smart After-School Programs

www.ed.gov/pubs/parents/SafeSmart

This publication includes the most recent research, resources, and information on promising after-school programs. It is designed for superintendents, principals, parent leaders, communities, employers, local governments, and faith communities that are seeking to start up or expand after-school programs.

Youth out of the Education Mainstream: A North Carolina Profile

www.ncjrs.org/pdffiles1/ojjdp/176343.pdf

This bulletin describes an initiative in Raleigh, NC, that focuses on both promising and effective programs and innovative strategies to reach youth out of the education mainstream. It focuses on at-risk youth who are truant, dropouts, fearful of attending school, suspended or expelled, or in need of help reintegrating into mainstream schools from juvenile detention and correctional settings.

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ORGANIZATIONS

American Federation of Teachers

555 New Jersey Avenue, NW.
Washington, DC 20001
(202) 879-4400

www.aft.org

Black Psychiatrists of America

640 Temple Ave., 8th floor
Detroit, MI 48201
(313) 833-2421

Boys and Girls Clubs of America

1230 West Peachtree Street, NW.
Atlanta, GA 30309
(404) 815-5765

www.bgca.org

Center for Effective Collaboration and Practice

1000 Thomas Jefferson St., NW, Suite 400
Washington, DC 20007
(202) 944-5389

www.air-dc.org/cecp/cecp.html

Center for Positive Behavior Intervention and Support

5262 University of Oregon
Eugene, OR 97403-5262
(541) 346-2505

www.pbis.org

Center for the Study and Prevention of Violence

University of Colorado
Campus Box 439
Boulder, CO
(303) 492-1032

www.colorado.edu/cspv

Children's Defense Fund

25 E Street, N.W.
Washington, DC 20001
(202) 628-8787

www.childrensdefense.org

Community Mental Health Council

Attn: Dr. Carl Bell
8704 South Constance Street
Chicago, IL 60617
(773) 734-4033 X204

www.communmentalhealth-coun.org

Community Policing Consortium

1726 M Street, NW
Washington, DC 20036
Publications:
(800) 833-3085

www.communitypolicing.org

Federation of Families for Children's Mental Health

1101 King Street, Suite 420
Alexandria, VA 22314
(703) 684-7710

www.ffcmh.org

National Association of Black Social Workers

8436 West McNichols
Detroit, MI 48221
(313) 862-6700

www.nabsw.org

National Association of Elementary School Principals

1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

www.naesp.org

National Association of State Mental Health Program Directors

66 Canal Center Plaza, Suite 302
Alexandria, VA 22314
(703) 739-9333

www.nasmhpd.org

National Association of School Psychologists

4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270

www.naspweb.org/center.html

National Association of Secondary School Principals

1904 Association Drive
Reston, VA 20191
(703) 860-0200

www.nassp.org

National Black Child Development Institute

1101 15th Street, NW, Suite 900
Washington, D.C. 20005
(202) 833-2220

www.nbcdi.org

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National Alliance for Hispanic Health

1501 Sixteenth Street, NW
Washington, DC 20036-1401
(202) 797-4321

www.hispanichealth.org

National Education Association

1201 16th Street, NW
Washington, DC 20036
(202) 833-4000

www.nea.org

National Hispanic/Latino Community Prevention Network

Route 1, Box 204
Espanola, NM 87532
(505) 747-1889

www.cdcpartners.org

National Information Center for Children and Youth with Disabilities

Academy for Educational Development
P.O. Box 1492
Washington, DC 20013-1492
(202) 884-8200

www.nichcy.org

National Mental Health Association

1021 Prince Street
Alexandria, VA 22314-2971
(703) 684-7722

www.nmha.org

National PTA

330 North Wabash Avenue
Suite 2100
Chicago, IL 60611-3690
(800) 307-4PTA

www.pta.org

National Technical Assistance Center for Children's Mental Health

Georgetown University
Child Development Center
3307 M Street NW,
Suite 401
Washington, DC 20007
(202) 687-5000

www.dml.georgetown.edu/depts/pediatrics/gucdc

Zero to Three, National Center for Infants, Toddlers, and Families

734 15th Street NW,
Suite 1000
Washington, D.C. 20005-1013
(202) 638-0840

www.zerotothree.org

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WEB SITES

National Resource Center for Safe Schools

www.safeschools.org

The National Resource Center for Safe Schools works with schools, communities, State and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence. Creating a safe school requires the larger school community to embrace a variety of safety strategies, as no one measure, in itself, will offer a complete solution. Rather, schools, families, communities, students, businesses, law enforcement agencies, and the media must work together to build and model an environment conducive to learning, to prevent, identify and respond to risks to school safety, and to intervene immediately and responsibly should incidents of violence occur. Safe school strategies range from establishing youth courts and mentoring programs to incorporating conflict resolution education into school programming to enhancing building safety, hiring school resource officers, establishing or expanding before- and after-school programming and adopting policies and procedures that are consistent, clear, and developed collaboratively by the school community. The National Resource Center for Safe Schools is operated by the Northwest Regional Educational Laboratory and was established with funding from the U.S. Department of Education's Safe and Drug-Free Schools Program and the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention.

Hamilton Fish National Institute on School and Community Violence

www.hamfish.org

The Institute, with assistance from OJJDP, was founded in 1997 to serve as a national resource to test the effectiveness of school violence prevention methods and to develop more effective strategies. The Institute's goal is to determine what works and what can be replicated to reduce violence in America's schools and their immediate communities. The Institute works with a consortium of seven universities whose key staff have expertise in adolescent violence, criminology, law enforcement, substance abuse, juvenile justice, gangs, public health, education, behavior disorders, social skills development and prevention programs. The George Washington University develops and tests violence prevention strategies in collaboration with the following universities: Florida State University, Morehouse School of Medicine, Syracuse University, Eastern Kentucky University, University of Oregon, and University of Wisconsin-Milwaukee.

Blueprints for Violence Prevention

www.colorado.edu/cspv/blueprints

The Center for the Study and Prevention of Violence, with funding from the Colorado Division of Criminal Justice and the Centers for Disease Control and Prevention (and later from the Pennsylvania Commission on Crime and Delinquency), initiated a project to identify 10 violence prevention programs that met a very high scientific standard of program effectiveness?programs that could provide an initial nucleus for a national violence prevention initiative. Blueprints were designed to be very practical descriptions of effective programs to allow States, communities, and individual agencies to: (1) determine the appropriateness of this intervention for their State or community; (2) provide a realistic cost estimate for this intervention; (3) provide an assessment of the organizational capacity needed to ensure

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its successful start-up and operation over time; and (4) give some indication of the potential barriers and obstacles that might be encountered when attempting to implement this type of intervention.

Institute on Violence and Destructive Behavior

http://darkwing.uoregon.edu/ivdb/index.html

The Institute's mission is to empower schools and social service agencies to address violence and destructive behavior at the point of school entry and beyond, to ensure safety and facilitate the academic achievement and healthy social development of children and youth. This is a combination of community, campus, and State efforts to research violence and destructive behavior among children and youth.

The National Longitudinal Study of Adolescent Health (Add Health)

www.cpc.unc.edu/projects/addhealth/addhealth_home.html

Add Health is a school-based study of the health-related behaviors of adolescents in grades 7 to 12. It has been designed to explore the causes of these behaviors, with an emphasis on the influence of social context. Add Health postulates that families, friends, schools, and communities play roles in the lives of adolescents that may encourage healthy choices of activities or may lead to unhealthy, self-destructive behaviors.

Law-Related Education

www.abanet.org/publiced/youth/youth.html

Law-related education (LRE) teaches elementary and secondary students about the foundations of our constitutional republic and their responsibilities and rights as citizens. Through LRE, students develop unique insights that promote social responsibility, reaffirm the fundamental values of right and wrong, and inspire a commitment to good citizenship. LRE programs that have been demonstrated to be effective can be integrated into existing courses (e.g., government, civics, and history), offered as electives (e.g., high school practical law course), used as the focus of a special event (e.g., mock trial competition, mock congressional hearings, mock mediations, etc.), and/or used as components of an after-school program. LRE principles can also serve as the foundation for teen courts. Specialized LRE programs have been developed and tested with the highest at-risk groups of youth including gang members, teen parents, and youth already in the juvenile justice system. LRE programs exist at the local (school), statewide, and national level. These programs recognize the need for partnerships with law enforcement, the bar, the bench, and other groups.

National School Safety Center

www.nssc1.org

The National School Safety Center (NSSC) was created by presidential directive in 1984 to meet the growing need for additional training and preparation in school crime and violence prevention. Affiliated with Pepperdine University, NSSC is a nonprofit organization whose charge is to promote safe schools-free of crime and violence-and to help ensure quality education for all America's children.

National Youth Gang Center

www.iir.com/nygc

The purpose of the National Youth Gang Center (NYGC) is to expand and maintain the body of critical knowledge about youth gangs and effective responses to them. The NYGC assists State and local jurisdictions in

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the collection, analysis, and exchange of information on gang-related demographics, legislation, literature, research, and promising program strategies. It also coordinates the activities of the OJJDP Youth Gang Consortium, a group of Federal agencies, gang program representatives, and service providers.

Partnerships Against Violence Network

www.pavnet.org

PAVNET Online is a virtual library of information about violence and youth at risk, representing data from seven different Federal agencies. It is a one-stop, searchable, information resource to help reduce redundancy in information management and provide clear and comprehensive access to information for States and local communities.

Safe Schools/Healthy Students Action Center

www.sshac.org

The Safe Schools/Healthy Students Action Center works to assist Federal Safe Schools/Healthy Students and School Action grantees to fully attain their goals of interagency collaboration and adoption of evidence-based practices to reduce school violence and substance abuse, and to promote healthy (including mentally healthy) development and resiliency. The Action Center also works to provide other local education agencies, communities, and families with access to resources and materials to enhance their ability to undertake collaborative efforts to prevent school violence and enhance resiliency.

School Mental Health Project/Center for Mental Health in Schools (UCLA)

http://smhp.psych.ucla.edu

The Center's mission is to improve outcomes for youth by enhancing policies, programs, and practices relevant to mental health in schools, with specific attention to strategies that can counter fragmentation and enhance collaboration between school and community programs.

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REFERENCES

For specific information about the studies used for this report, please see Indicators of School Crime and Safety, 2000, by P. Kaufman, X. Chen, S. P. Choy, S.A. Ruddy, A.K. Miller, K. A. Chandler, C. D. Chapman, M. R. Rand, P. Klaus. U.S. Departments of Education and Justice. NCES 2001-017/NCJ-184176. Washington, DC: 2000.

Indicators of School Crime and Safety, 2000 can be downloaded from the World Wide Web at www.ed.gov. Single publications can be order through ED Pubs at (877) 4ED-PUBS (NCES-2001-017) or (877) 576-7734 (TTY/TTD) and through the Bureau of Justice Statistics Clearinghouse at (800) 732-3277 (NCJ-184176)

DATA SOURCES FOR THIS REPORT INCLUDE:

Monitoring the Future: A Continuing Study of American Youth, University of Michigan's Institute for Social Research.

This is an ongoing survey conducted to study changes in important values, behaviors and lifestyle orientations of American youth. Since 1975, the study has surveyed a large, representative sample of U.S. high school seniors. Survey topics include attitudes toward education, social problems, occupational aims, marital and family plans, and deviant behavior and victimization.

National Crime Victimization Study, Bureau of Justice Statistics.

Administered for the Bureau of Justice Statistics by the Bureau of the Census, this is the nation's primary source of information on crime victimization and victims of crime. The study, initiated in 1972 and redesigned in 1992, collects detailed information on the nature and frequency of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and their households each year. The survey measures crimes reported as well as those not reported to police.

School Crime Supplement to the National Crime Victimization Study, National Center for Education Statistics and Bureau of Justice Statistics.

This study was conducted in 1989, 1995, and 1999 to gather additional information about school-related victimizations on a national level. The survey asks students a number of key questions about crime and violence inside school, on school grounds, or on the way to and from school.

The School-Associated Violent Deaths Study, Centers for Disease Control and Prevention, the U.S. Department of Education and the U.S. Department of Justice.

This study has collected descriptive data on all school-associated violent deaths in the United States. The study period is from July 1, 1994 to June 30, 1999. The purpose of the study is to estimate the level of risk for school-associated violent deaths and to identify potential risk factors for these deaths.

The Youth Risk Behavior Surveillance System (YRBSS), Centers for Disease Control and Prevention.

This study is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention to monitor youth behaviors that most influence health. The YRBS focuses on behaviors that result in significant mortality, morbidity, disability, and social problems

U.S. Department of Education
Richard W. Riley
Secretary

U.S. Department of Justice
Janet Reno
Attorney General

October 2000

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To Contact Us:

U.S. Department of Education
Office of Elementary and Secondary Education
Safe and Drug-Free Schools Program
400 Maryland Ave., SW
Washington, D.C., 20202-6123
Telephone: (202) 260-3954
Email: safeschc@ed.gov
Web site: www.ed.gov/offices/OESE/SDFS

U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention
810 Seventh St., NW
Washington, D.C., 20531

Web site: www.ojjdp.ncjrs.org

U.S. Department of Education
Office of Elementary and Secondary Education
Safe and Drug-Free Schools Program
400 Maryland Ave., SW
Washington, DC 20202-6123

U.S. Department of Justice
Office of Juvenile Justice and Delinquency Prevention
810 7th St., NW
Washington, DC 20531

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